

**PARTICIPATION OF STAKEHOLDERS IN THE DESIGN,  
IMPLEMENTATION AND EVALUATION OF SECONDARY  
SCHOOL REFORM PROGRAMMES IN UGANDA**

**1992 – 2007**

**BY**

**HERBERT SEKANDI**

**NU/SPGSR/2009/029**

**A THESIS SUBMITTED FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY OF NKUMBA UNIVERSITY**

**OCTOBER 2015**

## DECLARATION

I Herbert Sekandi declare that the work presented in this thesis has not been submitted to any other university for a degree or any other award.

Signed:.....

**HERBERT SEKANDI**

Date:.....

## APPROVAL

This thesis has been submitted with our approval as supervisors.

*J. Ssekamwa*

1. **PROF. JOHN CRYSTOM SSEKAMWA**

Date: *21.9.2015*

*Andrew Peter Yiga*

2. **ASSOCIATE PROF. ANDREW PETER YIGA**

Date: *September 21, 2015*

## DEDICATION

### **This work is dedicated to the following:**

My Almighty God, my dear late father Mzee Serumaga Kaawonawo (RIP), my dear late mother Catherine Norah Nalubega, my dear wife Justine and my dear children, all my clergy, fellow Christians and others, and last but not least all my relatives, friends and well wishers.



## ACKNOWLEDGEMENT

This thesis could not have been successfully produced without the utmost sincere guidance, assistance and encouragement of the following personalities:

I wish to specifically thank my supervisors Prof. John Crysostom Ssekamwa and Associate Prof. Andrew Peter Yiga for their tireless efforts and professional guidance which enabled me to produce this work.

I am very grateful to the then Academic Registrar Prof. Wilson Muyinda Mande for the good arrangement through seminars, which prepared me for this study. I am also grateful to Prof. Ijuka Kabumba for his research study materials which contributed a lot towards analyzing my research theories regarding policy implementation.

I am deeply indebted to the Executive Secretary of the Uganda National Council for Science and Technology for having cleared me to carry out this study. The same thanks go to the staff at the Ministry of Education and Sports, Resource Centre for allowing me to access all the relevant information for this study.

This is not to forget the mindful effort and donkey work by my research assistant Mr. Dan Nsubuka, may the Almighty God reward him abundantly. I further extend my sincere thanks to all the respondents for the vital data which they gave me without which this study would be incomplete. I greatly thank my text illustrator, Mr. Enock Kawunga for his illustrations which exhibited the true meaning of my model.

Finally, the researcher is equally grateful to the Graduate School programme coordinator, Mr. Geoffrey Nsumba Ntabaazi for his regular coordination and attention which has kept my study going. I am also highly grateful to my secretarial coordinator Mrs. Sunny Kizza for accurate typesetting of this thesis.

## TABLE OF CONTENTS

|   |          |
|---|----------|
| Declaration.....                          | i        |
| Approval.....                             | ii       |
| Dedication.....                           | iii      |
| Acknowledgement.....                      | iv       |
| Table of Contents.....                    | vi       |
| List of Tables.....                       | ix       |
| List of Graphs.....                       | xi       |
| List of Figures.....                      | xiii     |
| Appendices.....                           | xiv      |
| Abbreviations and Acronyms.....           | xv       |
| Operational definitions of key terms..... | xix      |
| Abstract.....                             | xxv      |
| <b>CHAPTER ONE: INTRODUCTION.....</b>     | <b>1</b> |
| Overview of the Chapter.....              | 1        |
| Background to the study.....              | 1        |
| Statement of the Problem.....             | 38       |
| Purpose of the study.....                 | 40       |
| Specific objectives of the study.....     | 40       |
| Research Questions.....                   | 41       |
| Scope of the study.....                   | 42       |
| Significance of the study.....            | 4        |

|   |            |
|---|------------|
| <b>CHAPTER TWO: REVIEW OF RELATED LITERATURE .....</b>  | <b>45</b>  |
| Introduction .....  | 45         |
| Theoretical Review.....   | 45         |
| Conceptual Framework.....   | 73         |
| <b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>   | <b>103</b> |
| Introduction.....   | 103        |
| Research Design.....  | 103        |
| Study Population.....   | 104        |
| Sample and Sampling techniques.....   | 106        |
| Data Collection Instruments.....  | 109        |
| Validity of Instruments.....  | 114        |
| Reliability of Instruments .....  | 116        |
| Data Analysis.....  | 118        |
| Limitations.....  | 119        |
| Ethical considerations.....   | 120        |
| Summary.....  | 122        |
| <b>CHAPTER FOUR: DATA PRESENTATION, ANALYSIS<br/>AND INTERPRETATION.....</b>  | <b>123</b> |
| Introduction.....   | 123        |
| <b>Objective one:</b> To determine the extent to which stakeholders are involved in design,<br>implementation and reform programmes in management and administration of secondary<br>schools..... | 130        |



|  |            |
|--|------------|
| <b>Objective two:</b> To examine the extent to which stakeholders participate in the design and implementation of curriculum reform programmes in secondary schools..... | 152        |
| <b>Objective three:</b> To assess the extent to which stakeholders participate in the evaluation method reform programmes in secondary schools .....                     | 159        |
| <b>Objective four:</b> To establish the challenges to stakeholder participation in the education reform programmes.....  | 169        |
| Summary.....   | 179        |
| <b>CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....</b>  | <b>181</b> |
| Introduction.....  | 181        |
| Discussion.....  | 181        |
| Conclusions.....   | 199        |
| Contribution to Knowledge .....  | 203        |
| Recommendations.....   | 213        |
| Areas for further research.....  | 216        |
| Summary.....   | 216        |
| References .....   | 217        |

## LIST OF TABLES

|            |  |     |
|------------|--|-----|
| Table 3.1  | The four districts of the study and their parent population.....   | 105 |
| Table 3.2  | Distribution of the study sample by designation.....   | 108 |
| Table 3.3  | Content validity ratios of the administered instruments.....   | 115 |
| Table 3.4  | The Cronbach method of internal consistency.....   | 117 |
| Table 4.1  | Experience of respondents.....   | 124 |
| Table 4.2  | Level of education of the respondents.....   | 126 |
| Table 4.3  | Age of the respondents.....  | 127 |
| Table 4.4  | Respondents pertaining to the degree to which MoE&S officials participate through communication.....       | 131 |
| Table 4.5  | Involvement by ministerial officials in management and administration.....                                 | 140 |
| Table 4.6  | DEOs, BOGs and PTAs participation in reform design and implementation through decision-making.....         | 142 |
| Table 4.7  | Head teachers and teachers participation in reform design and implementation through decision-making ..... | 144 |
| Table 4.8  | MoE&S officials participation in design and implementation of secondary education reform effort.....       | 152 |
| Table 4.9  | DEOs, BOGs and PTAs view regarding their participation in education reform implementation.....             | 155 |
| Table 4.10 | MoE&S officials participation in the education of secondary education reform programmes.....               | 160 |



|            |  |     |
|------------|--|-----|
| Table 4.11 | Stakeholders' perceptions of whether the schools have a policy on evaluation of education reform programmes and who was involved in the policy design..... | 163 |
| Table 4.12 | Head teachers and teachers' level of participation in reform evaluation.....   | 165 |
| Table 5.1  | Relative magnitude of the role of stakeholders.....  | 202 |

## LIST OF GRAPHS

|   |     |
|---|-----|
| Graph 3.1 showing the four districts of the study and their parent population.....  | 106 |
| Graph 3.2 showing distribution of the sample by designation.....  | 108 |
| Graph 3.3 showing content validity ratios of the administered instruments.....  | 115 |
| Graph 3.4 showing the Cronbach method of internal consistence.....  | 117 |
| Graph 4.1 showing experience of respondents in secondary schools.....   | 125 |
| Graph 4.2 showing level of education of the respondents.....  | 126 |
| Graph 4.3 showing age of the respondents.....   | 128 |
| Graph 4.4 showing responses pertaining to the degree to which MoE&S officials participated in the design, implementation and evaluation of the education reform programmes through communication.....         | 131 |
| Graph 4.5 showing involvement of ministerial officials in management and administration reform programmes.....  | 141 |
| Graph 4.6 showing DEOs, BOGs and PTAs participation in reform design, implementation and evaluation through decision-making.....  | 143 |
| Graph 4.7 showing head teachers and teachers' participation in reform design, implementation and evaluation through decision making.....  | 145 |
| Graph 4.8 showing MoE&S officials' participation in the design, implementation and evaluation of curriculum reform programmes in secondary schools.....   | 153 |
| Graph 4.9 showing the DEOs, BOGs, PTAs, head teachers and teachers' views regarding their participation in the design, implementation and evaluation of curriculum reform programmes in secondary school..... | 156 |

Graph 4.10 showing MoE&S officials' participation in the design and implementation of reform programmes in evaluation methods in secondary schools.....161

Graph 4.11 showing stakeholders' participation of whether the schools have a policy on evaluation of education reform programmes and who were involved in the policy design and implementation..... 164

Graph 4.12 showing head teachers' and teachers' level of participation in evaluation method reform programmes.....166

## LIST OF FIGURES

|   | PAGES |
|---|-------|
| Figure 1: Participatory decision-making.....                                  | 55    |
| Figure 2: Conceptual framework.....   | 75    |
| Figure 3: Stakeholders being selected to participate.....                     | 208   |
| Figure 4: Participants in programme implementation .....                      | 209   |
| Figure 5: Participants being motivated .....                                  | 210   |
| Figure 6: Programme owned and supported by stakeholders .....                 | 211   |
| Figure 7: The official opening/handing over of the implemented programme..... | 212   |



## APPENDICES

|            |  |     |
|------------|--|-----|
| Appendix A | Map of Uganda.....   | 237 |
| Appendix B | Letters from the Uganda National Council for Science and Technology.....   | 238 |
| Appendix C | Interview of Prof. William Senteza Kajubi.....   | 240 |
| Appendix D | Work time schedule.....  | 248 |
| Appendix E | Research budget.....   | 249 |
| Appendix F | Interview guide for Ministerial officials.....   | 250 |
| Appendix G | Interview guide for District Education Officers (DEOs).....  | 254 |
| Appendix H | Questionnaire for Chairpersons (BOGs).....   | 257 |
| Appendix I | Questionnaire for Chairpersons (PTAs).....   | 263 |
| Appendix J | Questionnaire for Head teachers.....   | 269 |
| Appendix K | Questionnaire for Teachers.....  | 278 |
| Appendix L | Questionnaire for Parents.....   | 286 |
| Appendix M | Questionnaire for Religious leaders.....   | 290 |
| Appendix N | Questionnaire for Local leaders.....   | 293 |
| Appendix O | Computation of reliability of coefficients for the administered instruments.....   | 296 |
| Appendix P | Figures illustrating different participatory functions and behaviour of stakeholders in education reform programmes..... | 314 |

## ABBREVIATIONS AND ACRONYMS

|         |   |  |
|---------|---|--|
| A-Level | : | Advanced Level   |
| AGM     | : | Annual General Meeting   |
| BEND    | : | Basic Education for National Development                         |
| BTVET   | : | Business, Technical and Vocational Education Training            |
| BOG     | : | Boards of Governors  |
| CA      | : | Community Action   |
| CAO     | : | Chief Administrative Officer                                     |
| CCE     | : | Continuous Comprehensive Evaluation                              |
| CMS     | : | Church Missionary Society  |
| CNRI    | : | Caribbean Natural Resources Institute                            |
| CRC     | : | Cumulative Record Cards  |
| DAE     | : | Association for the Development of African Education<br>(France) |
| DCR     | : | Delor's Commission Report  |
| DEO     | : | District Education Officers                                      |
| DoE     | : | Department of Education  |
| ESA     | : | Education Standards Agency                                       |
| ESSAPR  | : | Education Sports Sector Annual Performance Report                |
| ESSP    | : | Education Sector Shortage Plan                                   |
| ERG     | : | Existence, Relatedness and Growth                                |
| FENU    | : | Forum for Education in NGOs in Uganda                            |



|         |   |  |
|---------|---|--|
| GIS     | : | Geographic Information System                      |
| GoU     | : | Government of Uganda                               |
| GWP     | : | Government White Paper                             |
| HSC     | : | Higher School Certificate                          |
| IE      | : | Inspectorate of Education                          |
| ICT     | : | Information Computer Technology                    |
| KyU     | : | Kyambogo University                                |
| MoES    | : | Ministry of Education and Sports                   |
| MPA     | : | Marine Protected Area                              |
| NCDC    | : | National Curriculum Development Centre             |
| NCP     | : | Namutamba Curriculum Project                       |
| NED     | : | National Education Dialogue                        |
| NEPRC   | : | National Education Policy Review Commission        |
| NEPRCR  | : | National Education Policy Review Commission Report |
| NER     | : | Net Enrollment Ratio                               |
| NGO     | : | Non-Government Organization                        |
| NNC     | : | New National Curriculum                            |
| NSTM    | : | National System of Teachers Modernization          |
| NOAA    | : | National Economic and Atmosphere                   |
| NU      | : | Nkumba University                                  |
| NRM     | : | National Resistance Movement                       |
| O-Level | : | Ordinary Level                                     |
| PA      | : | Progressive Assessment                             |

|       |   |  |
|-------|---|--|
| PEAR  | : | Poverty Eradication Action Plan                    |
| PERP  | : | Pre-service Education Review Project               |
| PMA   | : | Primary Mental Abilities                           |
| PLE   | : | Primary Leaving Examination                        |
| PMT   | : | Participatory Management Theory                    |
| PPD   | : | Popular Participation in Development               |
| PPDD  | : | Popular Participation in Decision-making           |
| PRS   | : | Policy Reform Strategy                             |
| PRSP  | : | Policy Reform Strategy Process                     |
| PSF   | : | Phelps Stokes Fund                                 |
| PTA   | : | Parents Teachers Association                       |
| PTC   | : | Primary Teachers' College                          |
| RCM   | : | Roman Catholic Missionary                          |
| RP    | : | Regression Principle                               |
| SE    | : | Summative Evaluation                               |
| SEIA  | : | Secondary education in Africa                      |
| SMART | : | Specific Measurable Achievable Relevant Time-bound |
| SMPM  | : | Selective and Motivating Participatory Model       |
| SP    | : | Satisfaction Progression                           |
| SPSS  | : | Statistical Package of Social Scientists           |
| SR    | : | Self Reliance                                      |
| SRS   | : | Simple Random Sampling                             |
| SWSP  | : | Social Welfare Services Policy                     |

|        |   |  |
|--------|---|--|
| TDMS   | : | Teachers Development and Management Services                       |
| TZ     | : | Theory Z or Japanese Theory  |
| UNEB   | : | Uganda National Examinations Board                                 |
| UNESCO | : | United Nations Educational Scientific and Cultural<br>Organization |
| UNLF   | : | Uganda National Liberation Forces                                  |
| UPPAP  | : | Uganda Participatory Poverty Assessment Project                    |
| UPPET  | : | Universal Post Primary Education                                   |
| USA    | : | United States of America   |
| USAID  | : | United States Agency for International Development                 |
| WFMS   | : | White Fathers Missionary Society                                   |

## OPERATIONAL DEFINITIONS OF KEY TERMS

### Introduction

An operational definition is a detailed specification of how one would go about measuring a given variable. Operational definitions can range from very simple and straightforward to quite complex, depending on the nature of the variable and the needs of the researcher. Operational definitions should be tied to the theoretical constructs under study. The theory behind the research often clarifies the nature of the variables involved and therefore would guide the development of operational definitions that would tap the critical variables. The following are the operational definitions which are within this study:

- **Curriculum** is a structured set of learning outcomes or task that educators usually call goals and objectives (Howell and Evans, 1995). Curriculum is the “what” of teaching and learning. It consists of knowledge, values and skills. The researcher looked at curriculum development as a process of selecting, organizing, executing and evaluating learning experiences on the basis of the needs, abilities and interests of the learners and the nature of the society or community. “**Skilling Uganda**” is a valid example. This is the area greatly concerning stakeholder participation during curriculum development.
- **Design** is the act of conceptualizing and constructing of framework that underpins a major operation plan and its subsequent execution. Adam and Gispin, (2008). A case in point is that of the underpinning theory Z of the study developed by Ouchi (1981).



- **Evaluation** is the systematic assessment of the worth or merit of some object. It could also mean the systematic acquisition and assessment of information to provide useful feedback about some object. Here, the researcher emphasized that the act of design and implementation of the reform programmes need to be finally accompanied by that of evaluation for it to be complete.
- **Implementation** is the execution or the act of providing a practical means of accomplishing an activity. Referring to the study, the researcher is concerned with the implementation of programmes in regard to the involvement of stakeholders in the education system to achieve the stakeholders' ownership and support.
- **Innovation** is the introduction of something new and as a new idea, method or device. The researcher gave a great value to the competence of innovation because it plays a big part during curriculum development and evaluation process. He further looked at innovation as a lubricant to the exercise of stakeholder participation.
- **Motivation** is the act of encouraging or persuading a person to participate in an activity up to its completion. Referring to the study, motivation is a big tool used during the participation of the stakeholders in the implementation of programmes without which continuation and sustainability of programme implementation may be lacking.

- Participation is the act of taking part or sharing in an activity or anything that concerns two or more people. Participation can also be called engagement or involvement. Referring to the study, the researcher is concerned with the participation of stakeholders in the implementation of programmes. This will eventually result in their owning and supporting the programmes being implemented.

Participation of stakeholders in the implementation of programmes which concerns them, has won global support. Its advocates advance the following as its values: It makes justice in decision-making, makes people have some say in it and influence on collective decisions, Putnam (1970). Secondly participation has an educative value. "Through participation people learn," Beetham, (1992).

The idea of participation of stakeholders in the implementation of programmes became formalized in a number of United Nations reports including *Popular Participation in Development (PPD)*, (1971) and *Popular Participation in Decision-making for Development (PPDD)*, (1975).

United Nations defined community participation as follows: "the creation of opportunities to enable all members of a community to actively contribute to and influence the development process and to share equitably in the fruits of development (1981)."



- Participation is the act of taking part or sharing in an activity or anything that concerns two or more people. Participation can also be called engagement or involvement. Referring to the study, the researcher is concerned with the participation of stakeholders in the implementation of programmes. This will eventually result in their owning and supporting the programmes being implemented.

Participation of stakeholders in the implementation of programmes which concerns them, has won global support. Its advocates advance the following as its values: It makes justice in decision-making, makes people have some say in it and influence on collective decisions. Pateman (1970). Secondly participation has an educative value. "Through participation people learn," Beetham, (1992).

The idea of participation of stakeholders in the implementation of programmes became formalized in a number of United Nations reports including Popular Participation in Development (PPD), (1971) and Popular Participation in Decision-making for Development (PPDD), (1975).

United Nations defined community participation as follows: "the creation of opportunities to enable all members of a community to actively contribute to and influence the development process and to share equitably in the fruits of development (1981)."

The above point of view was also emphasized in the UNESCO sponsored Delor's Commission Report of 1998. In part, the Delor's commission reported, "many past failures had been due to the insufficient involvement of stakeholders. Attempts to impose education reforms from top down or from outside, had obviously failed. The countries where the process had to be relatively successful were those that obtained a determined commitment from local communities, parents and teachers."

- **Reform** is change for the better as a result of correcting wrongs. According to Ward and Penny (2003), a reform is the broad application of planned intervention in systems that are calling for overall improvement and new relevance to changing conditions. According to the researcher, participation of stakeholders in the design, implementation and education of reform programmes is the gist of the study.
- **Regression Principle (RP)** gives a good reference when selecting stakeholders for participation in the implementation of programmes. This refers the researcher to his proposed advancement of a participatory model entitled **Selective and Motivating Participatory Model**. Here, the Ministry of Education and Sports officials are urged to be selective and motivative when choosing stakeholders to participate in the implementation of reform programmes. The number of people selected to participate, must be manageable in terms of eats and drinks, lunch, transport allowances and stipend. Otherwise these participants are likely to withdraw before the programmes are fully implemented.

- **Satisfaction progression (SP)** is the participant level of approval when comparing motivation received with his/her expectations. This must continue throughout the period of implementation of programmes, to achieve the stakeholders' ownership and support.
- **Selection** is the act of choosing a number of people from a given group. It also refers to the opportunity to pick from a given sample. Regarding the study, the researcher refers to the selection of the stakeholders to participate in the design, implementation and evaluation of reform programmes, regarding management and administration, curriculum reforms and evaluation programmes. This means that the Ministry of Education and Sports officials need to be considerate and careful when selecting stakeholders to participate in the implementation of programmes, where areas of expertise, legibility, non-expertise, economic management and control of participants should be analyzed for the successful implementation of programmes.
- **Self Reliance (SR)** is the ability of a person or an organization to take care of every matter that concerns it without asking for help. According to the study, the researcher refers self-reliance to being the results or products of vocationalization of education which is best reflected in Nyerere's Education for Self-Reliance, (1968).
- **Skilling** is the teaching of practical techniques for people to be able to produce tangible products for employment or self-employment. According to the study, **skilling** concerns the vocationalization of education which is reflected in the



recommendation of the 1987 National Education Policy Review Commission. This recommendation emphasized that in order to achieve Basic Education for National Development (BEND); general academic schools should be gradually replaced by both Comprehensive Secondary Schools and Vocational Secondary Schools at O-level. This will answer the clarion call for “job creation” other than “job seeking.”

- **Stakeholder** is any party in an organization that has an interest in the success and ongoing operation of an organization such as employees, directors, shareholders, regulators and customers. Turning back to the study, the researcher is concerned with all the people having a stake in the education system of Uganda visa-a-vis their involvement in the design, implementation and evaluation of programmes, regarding management and administration, curriculum development and evaluation methods.

## ABSTRACT

The purpose of the study was to investigate the participation of stakeholders in the design, implementation and evaluation of reform programmes regarding management and administration, curriculum and evaluation reform programmes in Uganda's secondary schools, 1992 - 2007.

This was recommended by the 1987 National Education Policy Review Commission in its 1989 report and endorsed in the 1992 Government White Paper. The researcher used the participatory management theory as pronounced by Ouchi (1981) to guide the research. The gist of this theory was that stakeholders should be involved in the design, implementation and evaluation of reform programmes in order to own and support them.

This ownership and support of the reform programmes by stakeholders went beyond in making them endeavor to make such reforms succeed. Ouchi (1981) further emphasized this view that no matter how good the system, how noble the goals and how sound the organizational system, no programmes can succeed if it does not involve stakeholders.

The researcher used a descriptive cross-sectional survey design, based on four specific objectives to investigate the participation of stakeholders in the design, implementation and evaluation of (1) management and administration, (2) curriculum reforms, (3) evaluation methods and (4) to establish the challenges to stakeholder participation in secondary education reform programmes. The objectives were approached by formulating a research question out of each and designing questionnaires and interview

schedules that were administered to the randomly and purposively selected Ministry of Education and Sports officials, DEOs, BOGs, PTAs, head teachers, parents, religious and local leaders. Data collected was analyzed using both qualitative and quantitative techniques analysis with the latter being assisted by the descriptive option of the SPSS computer programme.

The results in objective one of the study revealed that stakeholders were involved in the implementation of programmes in management and administration whose firm commitment was assisted by careful selection and motivation of stakeholders. In objective two of the study, the findings revealed that only the experts from the Ministry of Education and Sports, DEOs, head teachers and teacher participated in the design, implementation and evaluation of curriculum reform programmes. And in objective three of the study, the researcher found out that also it was only the experts from the Ministry of Education and Sports, DEOs, head teacher and teachers who participated in the design and implementation of evaluation method reform programmes. The researcher further stated that failure to involve non-experts in the implementation of curriculum reform and evaluation method programmes, would in one way or the other make these stakeholders disown and reluctant to support the implementation of such programmes. The researcher also established the challenges to stakeholder participation in the secondary education reform programmes.



Finally the researcher advanced a participatory model entitled “**Selective and Motivating Participatory Model**” (SMPM) which would facilitate stakeholder participation in the design, implementation and evaluation of education reform programmes.

# CHAPTER ONE

## INTRODUCTION

### Overview of the chapter

The subject matter of the study was to investigate the participation of stakeholders in the implementation of adjustment of programmes in management and administration, curriculum development and evaluation methods in Uganda's secondary schools. This chapter presents the background of the study, justification and rationale for undertaking the study, the historical, theoretical, conceptual and contextual perspectives, statement of the problem, the purpose, the specific objectives of the study, the research questions, the scope, the significance of the study and the justification of Ouchi's theory Z which underpins this study.

### Background to the Study

In 1987 the Uganda government set up the National Education Policy Review Commission (NEPRC) with Prof. William Senteza Kajubi the then Vice Chancellor of Makerere University as the chairperson. That commission made many recommendations and produced its report in 1989.

The report was considered by the government which accepted it with a few remarks and amendments on the recommendations. One of the recommendations which was made by the commission was that the stakeholders should participate in the implementation of the recommended adjustment programmes

because this would make the stakeholders own and support those programmes. In its 1992 White Paper, the government accepted the above recommendation of the commission.

Among the recommendations accepted, were the adjustments in management and administration, curriculum development and evaluation methods. The researcher in this study focused on the above three areas, regarding participation of the stakeholders in the implementation of programmes.

Formally, programmes in management and administration, curriculum development and evaluation methods in the education system, were being implemented by a narrow group of the officials of the Ministry of Education. There was no attempt to involve stakeholders from the community in their implementation, whereas in the community there may be people with the necessary expertise who could help in the implementation of programmes and thereby get the support of a large section of people for such programmes.

## **Justification of Ouchi's theory Z**

There are many theories which regard motivating people to participate in the implementation of programmes. The researcher examined many of those theories to find out which one would best underpin this study. Below, the researcher identified and discussed several of such theories with the view of selecting the one which should underpin this study on the basis of its suitability:

**Reinforcement Theory:** B. F. Skinner (1953) studied human behaviour and proposed that individuals are motivated to participate in an activity when their behaviors are reinforced. His theory is comprised of four types of reinforcements. The first two are associated with reinforcing desirable behaviors, while the last two address undesirable behaviors which are as follows:

- Positive reinforcement, this relates to taking action that rewards positive behaviors (carrot).
- Negative reinforcement, this occurs when actions are taken to reward behaviors that avoid undesirable or negative behavior (stick).
- Punishment, this includes actions designed to reduce undesirable or negative behaviors by creating negative consequences for the individual.
- Extinction, this represents the removal of positive rewards for undesirable behaviors.

Skinner's theory of reinforcement (1953) does not suit the researcher's study of participation by stakeholders in the implementation of adjustment programmes because the primary criticism of the reinforcement approach, is that it fails to account for employees' abilities to think critically and reason both of which are important aspects of human motivation. While the reinforcement theory may be applicable to animals, it does not account for the higher level of recognition that occurs in humans for their achievements.

**Abraham Maslow's Hierarchy of Needs:** Maslow (1954), postulated a hierarchy of needs that progresses from the lowest substance level needs to the highest level of self actualization and awareness.



Once each level has been met, the theory is that an individual will be motivated and strive to progress to satisfy the next higher level of needs. The five levels in Maslow's hierarchy are:

- Physiological needs: These include food, water, sexual drive and other substance related needs.
- Safety needs: These involve shelter, a safe home environment, employment, a healthy and safe work environment, access to health care, money and other basic necessities.
- Belonging needs: These consist of the drive for social contact and interaction, friendship, affection and various types of support.
- Esteem needs: These comprise of status, recognition and positive regard.
- Self-actualization needs: These are composed of the desire for achievement, personal growth, development and autonomy.

This movement from one level to the next was termed **satisfaction progression** by Maslow and it was assumed that over time individuals were motivated to continually progress upwards through these levels. While useful from a theoretical perspective, most individuals do not view their needs in this way, making this approach to motivation a bit unrealistic.

In conclusion, Maslow's hierarchy of needs theory, does not suit the study which seeks participation by stakeholders during implementation of programmes. This theory is all about satisfying various levels of human needs from basic to self-actualization.

Douglas McGregor (1960) has got two theories which are related to participation of people in an activity namely: **Theory X and Theory Y**. Theory X stipulates that naturally people hate to work and they can only work when they are directed and forced to work and failure to do so, a worker is threatened by punishment. This theory is not relevant to this study because stakeholders are not forced to participate

in the implementation of management an administration, curriculum development and evaluation methods.

McGregor's Theory Y stipulates that people don't need to be directed or forced to work. They are self directed and self controlled. Theory Y adds that work is as natural as play or rest. This theory has got a relevance to the study in question because stakeholders are not forced to participate in the implementation of management and administration, curriculum development and evaluation methods. However, its weakness in terms of this study is that there is no initiative on the side of the stakeholders to participate in the implementation of management and administration, curriculum development and evaluation methods. Moreover, to ensure the continued participation of stakeholders, it is stipulated that there should be some motivation, such as transport allowance, food and drinks at the meeting place and an attractive stipend.

**Adam's Equity Theory (1963)** stipulates that individuals are motivated when they perceive that they are treated equitably in comparison with others within the organization. Adam's Theory of Equity has got some relevance to the researcher's study of participation by stakeholders because the research involves different groups of stakeholders who are given chances to participate in the implementation of management and administration, curriculum development and evaluation methods. However, it does not fully meet the requirements of the study because in our case there is an issue of status. For example, it is difficult to expect the Commissioner of Education to be treated like a classroom teacher.

**Vroom's Expectancy Theory (1964)** addresses the expectations of individuals and hypothesizes that they are motivated by performance and the expected outcomes of their own behaviors.

This theory has no relevance to the study which seeks participation of stakeholders in the implementation of management and administration, curriculum development and evaluation methods. This is because the researcher's study does not postulate that the stakeholders' participation will identify their success in performance.

**Frederick Winslow Taylor's Theory of Scientific Management (1969)**, stipulates that people are motivated and able to continually work harder and move effectively and that employees should be paid on the basis of the amount of work performed. Taylor's theory is not relevant to this study which seeks participation by people on voluntary basis.

The next theory of participation was postulated by Alderfer, (1972). Alderfer's theory has got three components namely: **Existence, Relatedness and Growth (ERG)**.

Alderfer's ERG theory of the three components drew upon Maslow's theory but also suggested that individuals were motivated to move forward and backward through the levels in terms of motivators. He reduced Maslow's levels from five to the following three:

- Existence: This is related to Maslow's first two needs thus combining the physiological and safety needs into one level.
- Relatedness: This addresses the belonging needs.
- Growth: This pertains to the last two levels thereby combining esteem and self-actualization.

Alderfer also added his frustration or regression principle, which postulates that individuals would move in and out of the various levels depending upon the extent to which their needs were being met.

This approach is deemed by students of management to be more logical and similar to many individuals' world views. This theory has got a relevance to the researcher's study of participation by stakeholders, but it does not fully meet the researcher's study because it lacks first involving people in how the action should be carried out.

**William G. Ouchi's Theory Z (TZ) (1981)** stipulates that stakeholders are involved in the initiation and implementation of programmes which makes them fully committed to their ownership and support because they see them and treat them as their own babies.

Furthermore, Theory Z has been called a sociological description of the humanistic organizations advocated by management pioneers of the 1950s and 1960s such as Elton Mayo, Chris Argyris, Rensis Likert and Douglas McGregor. These advocates also added that Theory Z is a management philosophy because it represents a humanistic and participation approach to management.

Although Theory Z organizations retain some elements of bureaucratic hierarchies, such as formal authority relationships, performance evaluation and some work specialization, they exhibit a strong homogenous set of cultural values that are similar to clan cultures. The clan culture is characterized by



homogeneity of values, beliefs and objectives. Clan cultures emphasize complete socialization of members to achieve congruence of individual and group goals.

Also Theory Z organizations emphasize communication, collaboration and consensus in decision making. Theory Z organizations are characterized by concern for employees that go beyond the work place, a philosophy which is consistent with the Japanese theory of participatory management.

Theory Z is part of the family of participatory management models. This style of management, fully involves employees, making them more interested in their jobs and in organization as a whole.

Evaluation of Theory Z revealed that although some studies concluded that Theory Z organizations do not outperform other organizations, the majority of the studies revealed that Theory Z organizations achieve benefits both in terms of employee satisfaction, regarding communication, decision making, motivation and commitment as well as in terms of financial performance. And thus Ouchi will surely leave his mark on participatory management practice for years to come. This is a theory which fits the study in hand.

**McClelland's Acquired Needs Theory (1985):** This theory states that needs are acquired throughout life. That is, needs are not innate but are learned or developed as a result of one's life experiences, (McClelland 1985). The theory focuses on three types of needs:

- Need for achievement which emphasizes the desires for success, for mastering tasks and for attaining goals.

- Need for affiliation which focuses on the desire for relationships and association with others.
- Need for power which relates to the desire for the responsibility for control of authority over others.

McClelland's theory of **Acquired Needs** is not relevant to the researcher's study which seeks participation of stakeholders in the implementation of adjustment programmes. The reason for this is that McClelland's point one in his theory is about need for achievement, the second point in his theory is about need for affiliation and the third point is about need for power. These three points are not applicable to the participation of stakeholders in the researcher's study.

**Locke's Goal Setting Theory (1990)**, hypothesizes that by establishing goals, individuals are motivated to take action to achieve those goals. This theory has got a relevance to the study which seeks participation of stakeholders in the implementation of management and administration, curriculum development and evaluation methods, because the Ministry of Education and Sports sets up clear goals which should be achieved through participation of stakeholders. But the weakness of Locke's theory is that somebody else identifies the goals for the stakeholders. The motivation of the stakeholders would have been greater if it was themselves who had identified the goals and then set about achieving them.

**Hertzberg's two-factor Theory (2003)**: Hertzberg further modified Maslow's needs theory and consolidated it down to two areas of needs that motivate employees. These were:

- **Hygienes:** These were characterized as lower level motivators and included areas like company policy and administration, supervision, interpersonal relationships, working conditions, salary, status and security.
- **Motivators:** These emphasize higher level needs and focus on aspects of work, such as achievement, recognition for achievement, the work itself, responsibility and growth or advancement. Herzberg's approach is an easily understood approach that suggests that individuals have desires beyond the hygiene and that motivators are very important to them.

Herzberg's two-factor theory of hygienes and motivators does not suit this study of participation by stakeholders. Like Maslow's theory, it seeks basic needs, safety, belonging, self esteem and actualization.

In conclusion therefore after going through all the above theories of participation and motivation the researcher has zeroed down on Ouchi's Theory Z to underpin this study. This theory suits very well the participation of the stakeholders in the implementation of structural adjustment programmes, regarding management and administration, curriculum development and evaluation methods in Uganda's secondary school sector, (1992 - 2007), because it gives chance to the stakeholders to give ideas as to how programmes would be evolved and implemented. In this way, stakeholders would own and support the programmes being implemented.

## **Historical Background**

Up to the last quarter of the 19<sup>th</sup>, education in Uganda was called informal education, where every adult member of society in his or her right mind was a teacher. Education then was carried out in the

homesteads and everywhere human activities took place. It was not attended at regulated hours and it was non literate that is, it involved no reading and writing.

The above state of affairs changed when an explorer Henry Morton Stanley visited Kabaka Mutesa I in Kampala, in 1875. Kabaka Mutesa requested Stanley to send information to Europe that he wanted teachers to teach his subjects new knowledge. Stanley wrote to the Daily Telegraph Newspaper in London informing the British society that there was a great ruler in central Africa who wanted European teachers. Stanley further pointed out that the kind of teachers who were needed, were those of practical orientation, Stanley (1878) and Tucker (1908).

The news in the Daily Telegraph excited the leaders of the Church Missionary Society (CMS), who sent five men to start Anglican missionary work in Uganda. The most famous of them was Alexander Mackay. The same news reached Paris, France and it excited the leaders of the White Fathers Missionary Society (WFMS), who also sent five men to start a Roman Catholic Missionary (RCM) in Uganda. The most famous of them, was Father Simeon Lourdel, who was nicknamed Father Mapeera, Ssekamwa (1996).

From 1880, the above two groups of missionaries began to establish schools along the Western education system which gradually replaced the above informal education system. Almost working according to the old adage "The flag followed the cross," the British administration was established in June, 1894. It found already the missionaries carrying on the education system along the Western style. That administration had shortage of money and it decided to leave education affairs to the missionaries. But from 1925 it was eventually brought in to guide the development of education in Uganda and not the missionaries.



The force which brought the British administration in Uganda to start directing education developments came from the British government in London. In 1923, the British government passed the Social Welfare Services Policy (SWSP), in the British colonies. That policy required governors in the British African colonies to spearhead education developments in each colony. The reason behind that policy was to cement the British culture in the British colonies, the way the French were doing so through their policy of assimilation in the French West African colonies. To carry out the above assignment properly, the British government secured funds from the Phelps Stokes Fund (PSF) in New York, USA. It also requested the directors of the Phelps Stokes Fund to appoint a commission of education experts. Those experts would visit each British African colony and advise the governors how to go about education developments in those colonies.

The Phelps Stokes Commission arrived in Uganda November 1924 and left early January 1925. It gave the following advice to the British administration: that the administration should be responsible for initiating education policies in the country. But the missionaries should continue to establish and administer their schools. The administration should plan and finance adequately the education system in the country assisting the missionaries. The government should set up a department of education to take charge of education developments in the country on behalf of the administration.

At the departure of the Phelps Stokes Commission early in January 1925, the British administration established the Department of Education which was initially headed by Eric Hussey as its director. That department started by reviewing the curriculum in order to accommodate the vocational aspect of education, as had been advised by the Phelps Stokes Commission.

It arranged that at primary school level, agriculture should be taught theoretically in the classroom and practically in the school gardens. It also introduced a subject called Handwork. In this subject pupils were taught practical skills such as weaving ropes, making mats, embroidery, using a saw and a hammer, making simple chairs, simple windows and beds. This vocational approach at primary school level produced quite skillful young people who were using skills gained in agriculture and skills from handwork to live usefully in the country side.

At the secondary school level, two types of schools were established: one type of schools was called Middle Schools. These were academic schools. The second type of schools was called Central Schools. Those were vocational practical schools. They taught farming and farm management, carpentry, tailoring, shoe making, typing, bicycle and motor mechanics, brick making, brick laying and plumbing.

Unfortunately however, the practical central schools were turned into purely academic middle schools from 1940, whereas if they had succeeded, they would have made a breakthrough the predominance of academic education in Uganda. The reasons for their failure were as follows: firstly, parents and students preferred academic education which gave them opportunity for getting white collar jobs which at that time made a person prestigious. Secondly, white color jobs were paid higher wages than vocational jobs. Thirdly, the Department of Education did not produce proper teachers to teach vocational courses and who would fire the imagination of the students as to the wonderful benefits through vocational education.

Finally, the selection system for students for the academic middle schools and for the practical central schools by the Department of Education discouraged students to aspire to join central schools. Boys and

girls who scored lower marks or fail marks at Primary Leaving Examination (PLE) , were the ones being selected for the practical central schools and those who scored high marks were the ones directed to join the academic middle schools.

The above selection system sent a wrong message in the society. The practical central schools were looked at as schools for the low achievers or failures. Consequently, both parents and students disliked the practical central schools. Due to the above state of affairs, from 1940 the Department of Education turned all the practical central schools into academic middle schools.

The scenario of the middle schools and the central schools of the 1930s was almost repeated from 1952 to 1962. In 1951, the British government set up the Binns Study Group and sent it to Uganda, Kenya, Tanzania, Malawi and Zambia. Its mission was to find out the state of human resources in those countries and the education systems which were producing them. The British government wanted to be sure that when independence would be handed over to these countries in future, there should be a critical mass of qualified human resources to carry forward the work which would have been left by the British departing workers. One of the advices of the Binns Study Group to the British administration was that to stop apathy of students to practical education, future secondary schools should be comprehensive, that is, they would teach both academic and practical courses. Consequently a student would study in equal number of academic and practical subjects.

In 1952, the governor of Uganda then Sir Andrew Cohen appointed the 1952 de Bunsen Education Committee to plan ways and means of implementing the advices of the Binns Study Group. Unfortunately

however, the de Bunsen Education Committee did not implement the advice of the Binns Study Group of conducting comprehensive secondary schools. That Education Committee established two types of schools at secondary school level to run side by side. One type of schools was called junior secondary schools and senior secondary schools. Those schools were conducting purely academic subjects. Another type of schools consisted of rural trade schools, farm schools and home craft centres and the secondary modern schools, which were vocational schools.

The fate of the above types of schools was quite similar to the middle academic schools and the central practical schools of the 1930s and for the same reason. These reasons were: the attitude of parents and students was opposed to practical education for prestige purposes. Secondly, the government was paying higher wages to workers who had gone through academic education, and lower wages were for people who had graduated from practical schools. Thirdly, the Department of Education also failed to produce properly trained teachers for the practical schools. Finally, the selection system of students for the two types of schools was again at fault. It channeled students who had scored low marks in the PLE to the practical schools, while the high achievers were selected for academic junior secondary schools who eventually joined the academic senior secondary schools. Indeed both parents and students hated the practical schools. The practice was by many parents making their children to repeat primary seven, hoping that they would score higher marks at the next trial, hopefully, to be selected for the academic junior secondary schools.

Many students, who joined the practical schools, went there dejectedly. This is why the 1963 Castle Education Commission closed the rural trade schools, farm schools and home craft centres and the

secondary modern schools, with the following comment: "Shall we build the nation on the backs of people who have been made to feel failures by our education system?" (Castle, 1963)

Administratively, the Department of Education left the missionaries in terms of the religious denominations to administer and establish as many schools as they could. But they were financially assisted by the government through grants in aid. This meant that part of education expenses was shouldered by the missionaries.

The unfortunate part of this arrangement was that schools were denominational and each denomination allowed only its followers to attend its schools. This created division in the society of Uganda because students looked at themselves in terms of religion to which they belonged. This was seen glaringly at independence time when it was necessary to have unity in the young nation. This is why the new government of the independent Uganda took over the administration of education from the religious bodies through the 1963/64 Education Act.

In terms of evaluation, the Department of Education was responsible for the standards through its inspectorate. Its inspectors visited schools to see how the curriculum was being implemented and how teachers were working and the general sanitary conditions of the schools. The inspectorate however, worked closely with the missionaries through their Education Secretariats which were established one at Namirembe for the Anglican Church, another one at Nsambya for the Catholic Church and the third one at Kibuli for the Moslem schools.



After Uganda's attaining her independence on the 9<sup>th</sup> October, 1962, the new independent Uganda Government appointed an Education Commission in 1963 which was chaired by Prof. Edgar B. Castle from Britain. Historically that commission is called the 1963 Castle Education Commission. Its purpose was to design the kind of education which would guide education developments in the next ten years, different from that of the British colonial period.

Some of the problems which faced independent Uganda were having a curriculum which was based on colonial interests while the new independent government was seeking a new ethos for its people. Another big problem concerned shortage of qualified human resources. The colonial education system had been producing very few qualified Ugandans in order to keep jobs for unemployed British workers. Secondly, the majority of the British officials left Uganda employment at the approach of independence because they did not want to be under the direction of Ugandans whom they were ordering before independence.

Other British officials feared that chaos might erupt immediately after independence as it had happened in the Congo which borders Uganda whose citizens got independence in 1960. The point of view of this last group of the British officials was that it was discretionary to leave Uganda before trouble happened if it would happen at all. (Ssekamwa, 1996).

The above shortage of qualified human resources was quite great. Consequently, the Castle Education Commission concentrated its recommendations on how fast the Uganda education system would produce a critical mass of qualified men and women of Uganda, to work especially in the Uganda government departments. As a result, the newly independent Government of Uganda increased the number of

secondary schools and it also increased educational facilities at Makerere University College to produce the desired qualified men and women, (Ssekamwa, 1996).

In terms of the underpinning theory of participatory management approach, the society supported the government efforts because the society's children were being prepared to get employment and parents paid school fees readily at secondary school level, but they did not participate in the implementation of programmes. It was only the government officials, District Education Officers (DEOs), head teachers and teachers who did so. Fortunately, the parents benefited because all those students who were graduating with senior secondary and university qualifications found ready jobs.

This increased the attitude among Ugandans that education was for "job seeking" and not for "job creation." However, by 1970 the secondary schools and Makerere University were producing many qualified men and women and also other universities abroad, yet the creation of jobs was not at the same rate as the education institutions were producing qualified people. This created the "school leavers' problem" which meant that very many Ugandan qualified men and women were pursuing very few jobs. This produced also an embarrassment for the independent government. The government realized that the colonial curriculum which it had adopted at independence was not entirely suitable for the new Ugandan society. The Government then adopted the slogan that education in future should be for "job creation" and not for "job seeking."

This necessitated designing a new curriculum at different education sections which would have a greater element of practical education in it, with the view that some graduates would be able to produce their

own jobs and those for others. Consequently, in 1967 the government requested UNESCO in Paris to help produce a practical oriented curriculum for the education system in Uganda. UNESCO obliged and set up a team to design and experiment on a new curriculum for the Uganda's education system. The team began to work in 1968 and it set up its headquarters in Namutamba Primary Teachers' College near Mityana town, which is about 96 kilometers south west of Kampala. By 1977 the curriculum had been successfully designed and experimented upon and the President of Uganda then General Idi Amin Dada officially launched it to start to be implemented in primary schools and in Primary Teachers' Colleges (PTCs) during the above year.

The Namutamba curriculum was a semi-vocational curriculum intended to replace the purely academic primary school curriculum and it was in fact demanding adjustment programmes. Eventually, a curriculum along vocational line would be designed for secondary schools to offer a natural progression from the semi vocational curriculum of the primary schools.

However, when that curriculum was officially launched, the Ministry of Education officials, the Principals of the Primary Teachers' Colleges (PTCs) and their tutors and the primary school teachers, showed no enthusiasm for implementing the new curriculum. As a result, the Namutamba Curriculum Project was never implemented although UNESCO had spent a lot of money on its designing and experimentation. This was because of the fact that none of the above stakeholders participated in designing and experimentation of this curriculum.

In 1978 the Military Regime of Idi Amin set up an Education Commission but before it reported its findings and recommendations, that government was overthrown in March, 1979 by the Uganda National Liberation Forces (UNLF). From 1979 to 1986 the education system continued to run along the recommendations of the 1963 Castle Education Commission. The participants in the implementation of the 1963 Castle's Education Commission recommendations were the ministerial officials, head teachers and teachers. Other stakeholders like parents, chairpersons, Boards of Governors (BOGs), religious and local leaders were not involved.

When the National Resistance Movement (NRM) took over power in 1986, under President Yoweri Kaguta Museveni, it set up an Education Commission which it termed the 1987 National Education Policy Review Commission and appointed Prof. William Senteza Kajubi as its chairperson. Henceforth, that commission is called Prof. William Senteza Kajubi Education Commission.

The Senteza Kajubi Education Commission made many recommendations which required adjustment programmes in the Uganda education system, the majority of which were endorsed by the Government. The Government published the accepted recommendations in its 1992 Government White Paper. Among that commission's recommendations were adjustment programmes in education regarding management and administration, curriculum development and evaluation methods which the researcher chose to focus his research on, regarding Uganda's secondary school sector.

That Commission recommended that to be effectively implemented, those adjustment programmes required the participation of stakeholders in order for them to own and support them. Since the

recommendations were passed by the Government in 1992, by 2007 which is the last year of the scope of this study, a period of fifteen years has elapsed. The researcher felt that there was need to look at those recommendations in terms of the secondary education sector to find out whether stakeholders participated or did not participate in their implementation and the implication and impacts of their participation.

## **Theoretical Background**

The theory which underpins this study is the Participatory Management Theory (PMT) as postulated by Ouchi (1981). Following the recommendations of the 1987 National Education Policy Review Commission which required its recommendations to be participated in by the stakeholders in their implementation, the researcher wanted to find out whether such a wish had been followed and the impact which it made in terms of the stakeholders owning and supporting the programmes. This is why he used the participatory management theory Z as pronounced by Ouchi and supported by Musaazi, (2006). According to Prof. William Ouchi (1981), theory Z states that stakeholders should participate in the task at hand. This makes them look at that task as their own baby and they pull weight to see that the task is carried out effectively.

Without formulating a new theory Musaazi (2006) supports what Ouchi (1981), stipulated in his theory Z or the Japanese theory of management style. He thus says “in recent years there was also development in the concept of participatory planning and implementation of programmes. This has been characterized by the decentralization of planning and implementation process.”

Musaazi goes on to mention that where participatory planning and implementation had played a vital role in Africa, citizens had been supportive of the implemented programmes. This was shown in the debate conducted in Sierra Leone education review of 1974, in the national debate conducted in Zambia in 1976-7, the national seminar approach used in Nigeria in 1973, the national seminar following the educational dialogue between the Ministry of Education and people in Lesotho in 1978 and the more diffused models of discussion and consultation which had been used for fifteen years in Tanzania.

In view of Ouchi's participatory management theory Z backed by real examples as stated by Musaazi, the researcher felt that he should use this participatory management theory in dealing with the participation of stakeholders in the implementation of structural adjustment programmes in Uganda's secondary school sector regarding management and administration, curriculum development and evaluation methods. Moreover, the analysis of the participatory theories which the researcher made showed that Ouchi's theory was the best for use in this study.

However good the political system, however noble the goals and however sound the organizational system, no programmes can succeed if their implementation does not involve stakeholders. The implementation aspect of a programme regarding participation of stakeholders' strategy has a great impact on the effect of that programme. It was during the 1960s and 1970s that a series of studies and reports appeared indicating that programme implementation should pay attention to the participation of stakeholders. These studies showed that the participation of stakeholders in the implementation of programmes is the most important and yet the most neglected (World Bank, 1990).



Looking at the education system of Uganda before independence in 1962, power in programme implementation was exercised by colonial education officials, after Education Commissions and Education Committees had recommended the programmes which should be implemented in the education system. Such commissions were the 1924/25 Phelps Stokes Commission, the 1937 de La Warr Commission and Education Committees such as the 1940 Thomas Education Committee and the 1952 de Bunsen Education Committee.

The leaving out of stakeholders in the programme implementation exercise, used to cause ineffectiveness in the implementation of programmes. For example, the implementation of such good practical schools recommended by the 1952 de Bunsen Education Committee, failed because stakeholders were not involved in their implementation nor were they aware of their usefulness. Those schools were called Rural Trade Schools, Farm Schools and Home Craft Centres.

After Uganda's regaining independence October, 1962, implementation of programmes did not involve stakeholders either. One example of this was seen in the designing and experimentation of the Namutamba Curriculum between 1968 and 1977 historically known as the Namutamba Project. When that curriculum was inaugurated in 1977, because the stakeholders had not been involved in the designing and experimentation of the curriculum, the stakeholders did not support its implementation and this led to its failure to get off the ground, (Ssekamwa, 1996).

In 1963 the newly independent Uganda government appointed an Education Commission chaired by Prof. Edgar B. Castle from Britain, hence-force to be referred to as the 1963 Castle Education Commission. The

mission of that Education Commission was to review the education system during the colonial period and recommend the new kind of education in independent Uganda for at least ten years. One of the recommendations of the Castle Education Commission was the abolition of the three kinds of practical schools namely: the Rural Trade Schools, the Home Craft Centres and the Farm Schools which had been recommended by the 1952 de Bunsen Education Committee. This was because the stakeholders did not participate during their implementation. Although indeed there were some other reasons which led to their failure such as the selection system which directed under achievers in the P.L.E. to those schools and the attitude of teachers, parents and students which was only in favour of white collar employment, (Ssekamwa, 1996).

The participation or the non-participation by stakeholders in the implementation of adjustment programmes in Uganda's secondary school sector, which were declared by the 1992 Government White Paper, is the main concern of this study.

## **Conceptual Background**

This study takes participation of the stakeholders as the independent variable and implementation of adjustment programmes as the dependant variable, while the extraneous variable is the ownership and support of programmes.

Participation of stakeholders is a key issue in implementing declared programmes and it is of great importance that people should be made aware as to how programmes made, have been implemented, especially in view in this case that the programme makers that is the Senteza Kajubi Education Commissioners pointed out that stakeholders should participate in the implementation of the programmes which it had recommended.

## **Contextual Background**

The 1992 Government White Paper introduced many adjustment programmes which were recommended by the 1987 National Education Policy Review Commission and accepted the commission's recommendation that in the process of implementing those adjustment programmes, stakeholders should participate in their implementation.

As we talk now from 1992 to the year 2007 which is the time scope of this study, it is fifteen years. The situation on the ground is that there are many changes which have been made in management and administration. For example, the Teaching Service Commission, has been changed to Education Service Commission, the position of the Commissioner for Education has been changed to the Director General of Education, the Inspectorate of Education has been changed to Education Standards Agency, the Department of Planning Statistics and Evaluation has been changed to Planning, Research and Evaluation and since the time of decentralization, (1993), the management of secondary schools still remained under the administration of the Ministry of Education and Sports at the headquarters. Yet, the management of primary schools still remained under the management of the districts.

When we come to the curriculum development, several changes have taken place. For example, it was recommended that eventually all secondary schools at 'O' level would be turned into comprehensive secondary schools. There would also be a category of vocational secondary schools at 'O' level. Currently, there are a couple of comprehensive secondary schools at 'O' Level such as Entebbe comprehensive secondary school in Wakiso District and Mengo comprehensive senior secondary school in Kampala District. On vocational secondary schools, the number of these schools has been rising especially now when the Ministry of Education and Sports is actively trying to vocationalize secondary education in the drive of emphasizing the clarion call of education for "job creation."

In terms of evaluation methods, the following changes have already been carried out:

Continuous assessment has been put in place to complement the summative evaluation. However, the summative evaluation is still having an upper hand as it has been in the past.

One reason for the summative assessment to still dominate the situation is that the curriculum is fixed, the schedules of evaluation are fixed and the final evaluation exercise is centrally controlled to minimize malpractices. On the other hand a continuous assessment is suspected to be much subjective. For example, a head teacher would have to do a lot of restraint on his side not to give every candidate top marks to be in the limelight.

By 2007 the last year of the scope of this study therefore, many recommendations in regard to management and administration, curriculum development and evaluation methods had been implemented. The interest of the researcher is to investigate the participation of the stakeholders in the

implementation of the above adjustment programmes as was the wish of the members of the 1987 Senteza Kajubi Education Commission and the implication and impacts of the participation by the stakeholders.

Musaazi, (2006) says “that in recent years there has also developed the concept of participatory planning and implementation of programmes. This has been characterized by the decentralization of planning and implementation process.” He even mentioned a number of African countries where this has successfully taken place. The researcher would wish to find out whether the trend of participation by stakeholders in the implementation of programmes has taken place in Uganda and the implication and impacts of the participation of the stakeholders.

## **Statement of the Problem**

There are examples in the development of education in Uganda where adjustment programmes were launched. In the implementation of such programmes, very many stakeholders did not participate in the implementation of such programmes. This rendered many of those programmes to fail to get off the ground and even those off the ground failing to be effectively implemented. An example of those failing to get off the ground was the implementation of the Namutamba Curriculum Project (NCP) which was officially launched by the President of Uganda in 1977, which was also going to affect the secondary school curriculum.

The key problem with the Namutamba project was that the government thought that if one used only the experts to design and experiment a programme and ignore the local stakeholders, one could achieve one's goal. This was forgetting what Ouchi, (1981) had found out about the U.S.A. Management Style vis-a-vis the Japanese Management Style.

The U.S.A relied on experts and their technology and ignored the participation of the people. Japan on the other hand, relied on both experts and participation of people. Because of this, the Japanese theory which Ouchi calls theory Z, Japan outshone U.S.A. in the economic development in the 1980s. The participation of people in the implementation of programmes makes them own and support them and endeavor to see that they succeed.

Another example of failing to make people participate in the implementation of [programmes regards the post primary practical secondary schools](#) established by the 1952 de Bunsen Education Committee, known as Rural Trade Schools, which concentrated on carpentry, then the Farm Schools, which concentrated on teaching farming and the Home Craft Centres which were for teaching domestic management to girls. The programmes in those schools required a new structural adjustment, departing from what was there before. Those post primary practical secondary schools were established all over the country but because by and large the stakeholders did not participate in the implementation of the programmes in those schools, after eight years, the programmes were scrapped because parents stopped sending their children to those schools.



In view of the above state of affairs, the researcher advanced his first objective which is about investigating the participation of stakeholders in the implementation of management and administration in secondary schools. He also set out his second objective as examining the participation of stakeholders in the implementation of curriculum adjustments in secondary schools. He then stated his third objective as the assessment of the participation of stakeholders in the implementation of evaluation method adjustments in secondary schools.

The researcher's fourth objective was to advance a model which would facilitate the involvement of stakeholders in the implementation of programmes in secondary schools. This model however, is not only relevant to implementing programmes in education, but also to programmes in other fields such as agriculture, health and commercial undertakings.

The problem of this study therefore was to find out whether stakeholders had participated in the implementation of management and administration, curriculum development and evaluation methods as had been recommended by the 1987 National Education Policy Review Commission and endorsed in the 1992 Government White Paper (GWP). The problem further demanded a proposal of a helpful model to facilitate the involvement of stakeholders in the implementation of programmes.

## **Purpose of the Study**

This study sought to investigate the participation of stakeholders in the implementation of adjustment programmes regarding management and administration, curriculum development and evaluation

methods in Uganda's secondary schools, 1992 – 2007 to achieve the stakeholders' ownership and support of the programmes being implemented. The study also endeavored to advance a helpful participatory model

### **Specific objectives of the study**

Considering the statement of the problem and the purpose of the study, the following were the research objectives to guide the study.

1. To investigate the participation of stakeholders in the implementation of management and administration adjustments in secondary schools.
2. To examine the participation of stakeholders in the implementation of curriculum adjustments in secondary schools.
3. To assess the participation of stakeholders in the implementation of evaluation method adjustments in secondary schools.
4. To advance a selective and motivating participatory model which should help involve stakeholders in implementing programmes in secondary schools.

## **Research Questions**

The study sought to answer the following research questions derived from the study objectives.

1. How are the stakeholders involved in the implementation of management and administration adjustments in secondary schools?
2. How do stakeholders take part in the implementation of curriculum adjustments in secondary schools?
3. What part do stakeholders play in the implementation of evaluation method adjustments in secondary schools?
4. What model would be advanced to help involving stakeholders in the implementation of programmes in secondary schools?

## **Scope of the Study**

Geographically, the study covered Uganda's secondary school sector in the four regions namely, the central region, the western region, the eastern region and the northern region choosing only one district from each region. (See the Map in Appendix A page 189).

The researcher selected the above districts along the following lines: Since the study was covering the whole country, he wanted each region to be represented by one district. Secondly, some of the regions had been ravaged by war, for example, the northern region and the central region. Yet some other regions had not experienced such a phenomenon such as the western region and the eastern region.

The researcher wanted to find out whether there was a difference in terms of participation of stakeholders in the implementation of adjustment programmes regarding management and administration, curriculum development and evaluation methods between the two areas.

Contentwise, the study looked at the involvement of stakeholders in the implementation of adjustment programmes regarding management and administration, curriculum development and evaluation methods in Uganda's secondary school sector. The study also advanced a helpful model in terms of participation of stakeholders in the implementation of programmes.

The period which the study covered was from 1992 to 2007, 1992 being the year when the Uganda Government endorsed the adjustment programmes in Uganda's education system. The year 2007 was selected with the view that fifteen years in between 1992 and 2007 in which these adjustment programmes had been carried out, was long enough period to provide a reflection on the way those adjustment programmes had been carried out in respect of the participatory management theory which underpins this study.

## Significance of the Study

The significance of the study lied in the hope that the findings shall be of benefit to the following categories of people:

- Policy makers will realize the importance of stakeholders' participation in the implementation of adjustment programmes, regarding educational management and administration, curriculum development and evaluation methods.
- Programme implementers will be made aware that when implementing programmes, stakeholders should be encouraged to participate in the implementation of programmes, so that they may own and support them.
- School managers and administrators will use the study to familiarize themselves with the right principles of education management and administration, curriculum development and evaluation methods.
- Curriculum developers and implementers will benefit from the study by producing an implementable, relevant and balanced curriculum.
- Parents and the general public will use the study to appreciate the participation of stakeholders in the implementation of adjustment programmes in Uganda's secondary school sector and pick the interest of being supportive towards their implementation.
- The study will benefit future educationists who may be intending to research on pending adjustment programme aspects, in Uganda's secondary school sector as recommended by the 1987 Senteza Kajubi Education Commission.
- The study offers a helpful model which can be used for the involvement of stakeholders when implementing programmes.

Finally, there is hope that the model which the researcher has developed, known as the **Selective and Motivating Participatory Model** will be of benefit to officials who are responsible for policy formulation and implementation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

Literature closely related to this investigation and of similar studies carried out elsewhere was reviewed in order to provide the necessary background knowledge against which the question of this investigation



could be estimated and based. This chapter was divided into two sections: the theoretical review framework and the conceptual framework.

The theory which underpins this study is theory Z or the Japanese theory as expounded by an American Professor William G. Ouchi, (1981). Professor Ouchi spent years researching into the Japanese companies using the theory Z management styles. By the 1980s, Japan was known for the highest productivity anywhere in the world, while the U.S.A. had fallen drastically. Ouchi went ahead and explained this phenomenon in terms of the management which the Japanese were using and the management approach which the Americans were using. The management theory which the Japanese were using is known as theory Z.

Theory Z states that to make people own and support a programme, they should be allowed to participate in its implementation. This creates a life long commitment to organization and promotes corporate loyalty, high motivation, group effectiveness and a spirit of harmony. On the other hand, the Americans were using technology without considering the human element.

In order to assert the contents of his theory, Ouchi wrote a book called theory Z about how the U.S.A. business could meet the Japanese challenges (1981). In this book Ouchi showed how American corporations could meet the Japanese challenges with a highly effective management style that promised to transform the U.S.A. businesses in the 1980s.

The secret to the Japanese success according to Ouchi is not technology, but a special way of managing people. This is a managing style that focuses on a strong company philosophy, a distinct corporate culture,

long-range staff development and consensus decision-making, Ouchi, (1981). Ouchi showed that the results reflected high retention of workers, increased job commitment and dramatically higher productivity.

In agreement with the above theory, (Musaazi, 2006) pointed out several instances where Ouchi's participatory management theory worked successfully in several African countries namely, Sierra Leone had a debate regarding a review on education in 1974, in Zambia, a national debate on education in 1976-7, the national seminar approach used in Nigeria 1973, the national seminar following the educational dialogue between the Ministry of Education and people in Lesotho in 1978 and the diffused models of discussion and consultation which had been used for fifteen years in Tanzania.

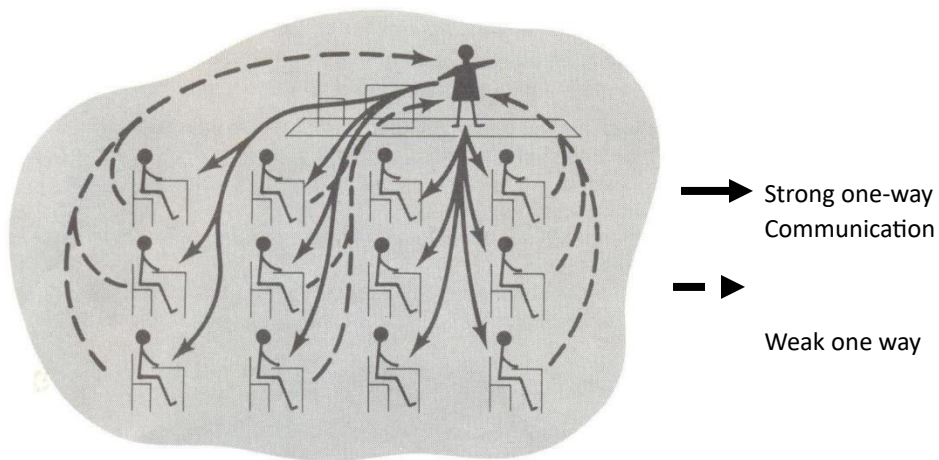
The researcher felt that the above theory was calling for participation of stakeholders in the implementation of adjustment programmes to meet the recommendations of the members of the 1987 National Education Policy Review Commission who recommended that the community should participate in the implementation of the adjustment programmes, so that they could own and support them.

## **Section 1**

### **Theoretical Review**

The theoretical review was analyzed under the four objectives of the study, namely:

1. Investigation of the participation of stakeholders in the implementation of management and administration adjustments in secondary schools.
2. Examination of the participation of stakeholders in the implementation of curriculum adjustments in secondary schools.
3. Assessment of the involvement of stakeholders in the implementation of evaluation method adjustments in secondary schools.
4. Advancement of a selective and motivating participatory model which should help involve stakeholders in implementing programmes in secondary schools.

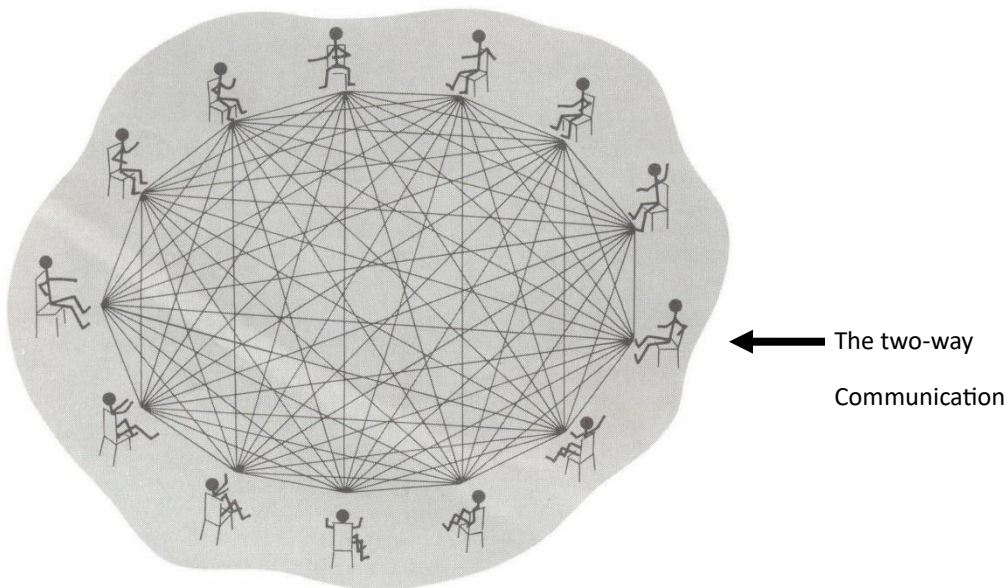


**Fig: 1: Non-participatory communication**

**Source: Allyn and Bacon (1969)**

Fig. 1 above shows a non-participatory communication as illustrated by Allyn and Bacon, (1969). The boss sends information directly to the subordinates in an organization. This is indicated by bold unbroken lines in the figure. Those subordinates when they want to communicate to their boss, they go through so many hurdles and at times their messages do not reach their boss. This is indicated in the figure1 above by bold broken lines.

In this case, the boss does not give a chance to his subordinates to air out their views directly to him. This kind of arrangement is likely to cause a dissatisfaction or indifference in the organization.



**Fig 2: Participatory communication**

**Source: Allyn and Bacon (1969)**

Fig. 2 above shows a participatory communication approach as postulated by Allyn and Bacon, (1969). In this kind of communication every member of the organization, both the boss and the subordinates share a round table communication, where every member's idea is heard and respected and could be adopted as the way forward. The above figure by Allyn and Bacon demonstrates Ouchi's participatory management theory Z.

Thus the above two figures show the difference between non-participatory approach and participatory approach in implementing programmes. The participatory approach involves stakeholders in the implementation of programmes and it is likely to make stakeholders own and support those programmes.

In reference to this study, the above theoretical framework helps to show that the participatory theory in implementing programmes creates retention of workers, a life long commitment of those workers to organizations and promotes corporate loyalty, high motivation, group effectiveness and a spirit of harmony.

## **Objective one**

**To investigate the participation of stakeholders in the implementation of management and administration adjustments in secondary schools:**

This sub-title was looked at globally, continentally, regionally and nationwide in terms of related literature. Globally, the researcher looked at what was known about the participation of stakeholders in the implementation of adjustment programmes in Latin America and the Caribbean, with an interest of finding out whether in the implementation of those programmes there, there was a participatory element of stakeholders. The new educational programmes in those countries tended to be formulated in optimistic terms and they were expected to have a positive impact on employment, economic competitiveness and learning by children and young people.

The researcher looked at the Dominican experience in the Caribbean region which indicated that the education programme implementation process had been one of the most interesting exercises in terms of leadership being shown by the civil society of the country hence, involvement of stakeholders in the implementation of the reforms, (Zeiter, 1990).

During the stages of educational reform analysis and assessment as well as the stage of proposal development in Dominica, consensus achieved optimum levels. Close to fifty thousand people from all social areas of life participated in countless activities, discussions and efforts to develop alternatives. By contrast however, during the stage of implementation of the proposed reforms, consensus and participation by the civil society were weaker.

One explanation for participation by the civil society being weaker is that at that level, it was necessary to have people with specialized skills to implement the programmes. Whereas at the level of policy formulation, one could seek opinion from a very wide area of population and then sift the information to get what is implementable. The above point of view was put as follows by Zeiter, (1990) that the emphasis

was placed on school principals as the key players in education development and had allowed them to be seen as having a more important role in the training process related to education management. Looked at from the Uganda situation regarding management and administration the Dominica example demonstrates the traditional way Uganda had been approaching the implementation of programmes by leaving out many stakeholders and using a few government officials in the name of experts.

The researcher is interested in finding out whether in implementing management and administration in Uganda, the participatory management approach was used.

In regard to Africa, the Association for the Development of African Education (DAE), in its Biennial meetings (October 1995 in Tours, France) looked at lessons and experiences from six Sub-Saharan African countries namely: Benin, Guinea, Mauritius, Mozambique, Ghana and Uganda. This meeting noted the strategies for building a supportive climate for implementation of structural adjustment programmes as follows:

- A social learning process is needed that builds understanding of the issues and support for programmes. Mass Media can be useful for this.
- Stakeholder involvement and expression can have long term benefits and improve the probability of successful programme implementation.
- It is best to plant the seeds of stakeholder involvement early in the programme formation and implementation.

This kind of approach to programme formulation and implementation requires to be cultivated in the Uganda society. It makes people treat programmes as their own babies and also eager to support them during their implementation. It will be instructive to find out whether stakeholders participated in the implementation of adjustment programmes in Uganda's secondary school sector.



In pursuance of the Delor's Commission Report (DCR) guidance (March 1998), UNESCO eventually developed the following stand points regarding implementation of programmes: firstly, the main parties contributing to the success of educational reforms were the local community, including parents, school heads and teachers, secondly, the public authorities and thirdly, the international community. Many past failures had been due to the insufficient involvement of one or more of the above partners. Attempts to impose educational reforms from top down, or from outside, had obviously failed. The countries where the process had been relatively successful were those that obtained a determined commitment from local communities, parents and teachers backed up by continuing dialogue and various forms of outside financial, technical or professional assistance.

It was obvious that the local community played a paramount role in any successful reform strategy. Along those guidelines case studies were carried out in terms of several African countries. One of them was Ghana. In that country, the 1995 Tours Study Meeting in France looked at the results of the case study of Ghana and concluded that without full and open consultations of all those concerned with the education system, the best decisions might not be made and significant adjustments might be required at a later time. Hence, the government should not be seen to pursue goals at the expense of maintaining harmony among those who implement the programmes. When an environment of give-and-take characterizes the implementation of a reform, bottlenecks, inherent weakness and unanticipated issues that might threaten its success can be corrected or avoided.

The impression which the researcher got from the Ghana experience was that stakeholders were not involved in the formulation and implementation of adjustment programmes. The Ghanaian official view

was still the old tradition like in Uganda of using experts in the formulation and implementation of programmes. The guidelines against the above view point, were given in the Delor's Commission Report of March, 1998.

The researcher is interested in finding out whether in the case of Uganda stakeholders were involved in the implementation of adjustment programmes regarding management and administration, curriculum development and evaluation methods.

Another case study concerned Mozambique after she had regained her independence from the Portuguese in 1975. The Mozambiquan case was different from other cases discussed at the above Tours Biennial meeting in 1995. Her case study, traced the post-independence history of education. She wanted a new beginning in everything, especially in the education sector. She wanted an education system which was different from that of her former colonial masters, (the Portuguese). This would give the people of Mozambique a positive direction towards fighting their former colonial rulers whose educational reform system, which used to eliminate the local stakeholders from the involvement in the formulation and implementation of adjustment programmes.

The Mozambiquan case study is interesting when reflected upon in terms of what happened in Uganda. The Mozambiquan people wanted to create a new status quo different from that of the Portuguese colonial days. Yet in Uganda, the new leaders tended to continue with the British colonial status quo. They even invited a colonial minded person from Britain by the names of Prof. Edgar B. Castle to chair the 1963 Education Commission which was charged with establishing the kind of education which should be followed in a newly independent Uganda.

In fact, Uganda like Kenya and Tanzania adopted the British colonial educational setup. By 1968, these three East African countries realized that they had been following a wrong education system which had been designed to satisfy the objectives of the British colonial masters. This is why Nyerere reacted in a revolutionally manner and established his Education for Self Reliance for Tanzania from 1968.

Therefore, the Mozambiquan people merit to be praised for having decided to have an entirely new beginning in the formulation and implementation of programmes. Thus echoing the March 1998 Delor's Commission Report as stated above on page 36.

The ministerial officials controlled the number of stakeholders who participated in the exercise. The selection of the participants was based on the criteria of who would contribute more usefully to the implementation of the programmes.

The officials went further and devised a way of sustaining the interest of the selected participants in the implementation of the programmes. They did the following things: They gave them eats and drinks in the morning, lunch, transport refunds and some kind of stipend after work each time they were invited to participate.

Benin was another case study. Following the 1993 DAE Biennial meeting held in Angers, France, another meeting funded and organized by USAID and DAE was held in Tours, France in 1995. In this meeting, Benin was one of the six case studies selected.

Benin reflected rather a different approach to programme formulation and implementation. In Benin the emphasis was on consulting national and international experts. The consultation of civil society took place through a formally convened national debate on education programmes. The Benin case reflected a varied pattern of irregularly convened national seminars on education, often preceded by preparatory activities. These were large national meetings often comprising of several hundreds of people who got together for two or three days or more to debate issues on education.

The study further revealed that there was no formal document or pronouncement resulting from such gatherings. The outcomes were viewed by government as advisory and there was usually no formal response on the part of the government. The Ministry of Education chose what to do with the information and advice it had received during the meetings. Occasionally, the gathering was a way to inform participants and to mobilize support for a programme which the government was on the point of implementing without giving feedback to the people who attended their meetings. This is best illustrated in Fig. 5 on page 56.

The Benin case study shows that stakeholders were involved at the programme formulation stage for a number of days. To maintain their interest, the participants were given eats and drinks in the morning, lunch, transport refunds and some kind of stipend. However, this kind of motivation could only be maintained for only a few days, to such a massive number of people. But at the implementation stage, the stakeholders were not involved, which would mean that essentially the stakeholders did not own and support the programmes being implemented. Although their opinions had been sought, the government officials did not necessarily use their ideas. The researcher takes the Benin approach to programme

formulation and implementation to be a pseudo democratic approach where most of the participants are used as mere rubber stamps, (Passi, 1989).

While still assessing the effects of the 1995 Tours meeting in France by the Association for the Development of African Education (DAE), the researcher found it highly relevant to review the case of Guinea regarding participation of stakeholders in the implementation of adjustments programmes in education, in comparison with that of Uganda. The purpose of the Guinea case was to describe and analyze the stages in the education programme development and implementation process, since 1990. The study began with a general analysis and went on to assess specific situations of the education sector. The examination revealed that although the Ministry of Education of Guinea maintained an ongoing and fruitful dialogue with national organizations during the programme preparation and implementation phase, there was not enough dialogue between the government and the communities. Parents could not be consulted because there was no organization to facilitate this. Debate and discussion among the community did not develop. At this time, the political landscape was dominated by a military regime, no assembly or other body was elected by the people. This meant that the total grassroots level community was totally cut off from dialogue and meetings concerning educational development in Guinea. The researcher terms this kind of situation, as a non participatory approach to education development, where stakeholders are not given a chance to participate in the development of their country's education affairs.

This again echoes the March 1998 Delor's Commission Report which stated thus, "Attempts to impose educational reforms from top down had obviously failed. The countries where the process had been relatively successful were those that obtained a determined commitment from local communities, parents

and teachers.” In the researcher’s words the stakeholders did not own and support the programmes being implemented.

Running through all the 1995 Tours (France) Case Studies, were two central themes, the need for publicly stated education programmes which were understood and supported by both government and civil society and the importance of participation by the diverse parts of society which was affected by the programmes. The Guinea case shows that there was failure to be in line with the thinking of the Association for the Development of African Education (DAE)

The researcher is in agreement with DAE. Application of this arrangement would help to involve stakeholders in the implementation of adjustment programmes also in Uganda's secondary school sector in order to make civil society own and support those programmes.

Looking at the case of Uganda, in regard to the Tours Case Study (1995), the work of the 1987 National Education Policy Review Commission was characterized by public consultations and participation and it held public meetings and solicited a total of 496 memoranda and resource papers. This was by far the widest consultation on education ever made in Uganda, (Senteza Kajubi, 1989).

However, the Commission’s Report of 1989 stated that the consultations concentrated on urban elites and the key community stakeholders. Therefore the 1987 National Education Policy Review Commission was seen by many as being part of the old system of the tradition of the Education Review Commissions and Committees, like the 1924/25 Phelps Stokes Commission, the 1940 Thomas Education Committee, the

1952 de Bunsen Education Committee and the 1963 Castle Education Commission. All those education commissions and committees were making consultations using government officials and a few handpicked urban elites. The 1995 Tours meeting report added that teachers, lower officials and others, who participated in the process, did so under the culture of fear of the dominant bureaucrats, politicians and the economic elites. This seems to have characterized the memoranda which were extracted from the people during the work of the National Education Review Commission in Uganda.

The researcher testifies this, as a partial-involvement of stakeholders in the formulation of structural adjustment programmes in Ugandan's secondary school sector. He further looks at the general case study information, which revealed that programme leaders often under estimate the importance of the large numbers of mid-level bureaucrats and school-level educators who will influence the form which programmes take in practice. Failure to involve these cadres in the programme process at an early stage may bring about resistance during implementation. These same actors can block or reverse programmes when they reach local levels. For example, teachers may refuse to use the new given text books because they fear that the new system will involve them in learning entirely new things.

The researcher also identified another limitation over programme implementation which the Uganda education system experienced in the process. According to the 1995 Tours (France) meeting, it was found out that funding agencies in Uganda had their own agenda which did not fit well with the 1992 Government White Paper process of programme implementation. This was facilitated in the absence of a government master plan. It was in this context that funding agencies produced studies and projects outside of the 1992 Government White Paper framework. This was somewhat justified by lack of will by the government bureaucrats and the weakness of the government's internal operations, hence creating a

situation of partial-involvement of stakeholders in the formulation of adjustment programmes in Uganda's secondary school sector.

The researcher identified the following two examples to the above effect, the issue of Teacher Development and Management System (TDMS) funded by the World Bank. Here the researcher points out that it was not necessary to establish the Teacher Development and Management System (TDMS) which is concerned with bettering the quality of teachers. Yet the education system in Uganda has got a Teacher Education Programme for pre-service and in-service. The work of TDMS is only a duplication of what is already in the country.

Moreover when the World Bank money will stop coming, it will be difficult to continue running the TDMS programme. Whereas if what was planned in the TDMS was arranged to be carried out by the already established structure of teacher training, the government would have no problem of implementing what would become redundant in the TDMS.

Another example regarding interference of funding bodies is the vocational education. Vocational education was not very much in the interest of funding agencies in Uganda right from the time of colonial governance. These agencies prefer academic education to vocational education. The following are some of the reasons they give: firstly, that the vocational education programme is very expensive to run on the side of the students and on the side of the teachers. Secondly, they continue to say that students, teachers and even the parents have a negative attitude towards vocational education. The researcher looks at such ideas as being very unfortunate indeed as far as the Senteza Kajubi Education Commission's recommendations regarding job creation is concerned, (Senteza Kajubi, 1989) and (BEND, 1989).



The Uganda government further affirmed that the education system was suffering from a number of inter-related deficiencies, including poor motivated staff, absence of guidelines and job description for most of the posts, wastage and misuse of public funds, delays in decision making and consequent poor results. The government agreed that the situation called for drastic measures, especially in view of the need for a strong administration that could plan and manage the implementation of various recommendations of the 1989 National Education Policy Review Commission Report as endorsed by the government through the 1992 Government White Paper.

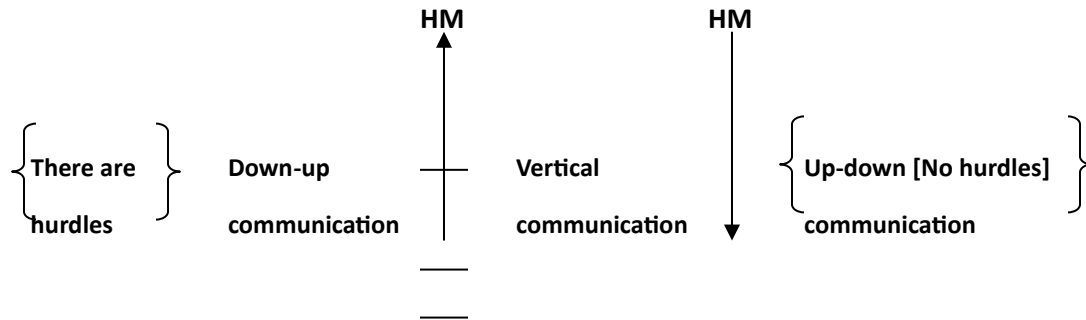
The study critically looked at the management and administration of institutions during the implementation of adjustment programmes of 1992-2007 in Ugandan's secondary school sector. To do this, it used the elements of communication, decision-making and motivation.

## **Communication**

As a basic dynamic process, communication underlies the organizational and administrative variables of bureaucracy, climate, motivation, leadership and decision making. These variables interpret and constitute a big interplay in realizing efficient and effective management and administration of organizations.

Since communication plays such an important role in schools, the key issue is not whether administrators and managers engage in communication or not, but whether administrators and managers communicate effectively or poorly. The researcher wanted to investigate this in relation to the involvement of

stakeholders in management and administration. In pursuance of this, the researcher illustrates a poor communication system through figure 3 below:



**Fig. 3: Bureaucratic communication**

**Source: Researcher**

Bureaucratic communication is a non-motivation method of exchanging information within an institution. When one critically looks at the above figure, one will observe that during the down-up communication, the subordinates go through a number of hurdles before they could talk to their headmaster. This could be the same case with students and their parents. In this regard, it will be interesting to find out whether this kind of communication was used in reference to the stakeholders participating in the implementation of adjustment programmes and the results which were obtained.

The reverse is true with the up-down communication. Here when the headmaster wants to talk to any of his/her subordinates, he/she does it directly without any hurdles. In most cases such communication is not effective for the institution, because it does not give subordinate a chance to air out his/her views timely. The best communication process is demonstrated through figure 4 below.

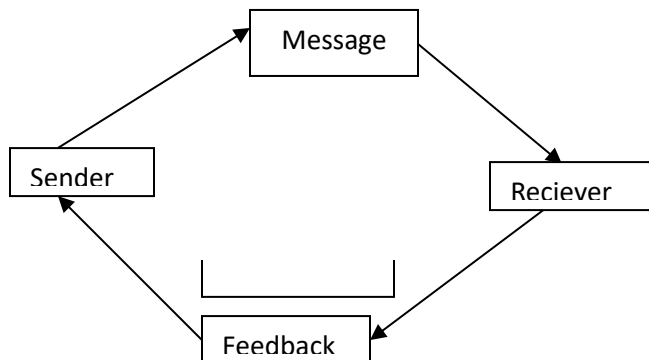


**Fig. 4: Free communication**

*Source: Researcher*

The above figure represents horizontal communication. It is a free and democratic communication. If used properly by both the boss and the subordinates, it can yield effective results for the organization, because it offers a participatory approach to the solution of issues. In reference to Dominica, there was optimum response to the call of people to come and participate in the formulation of educational programmes. This was because the officials used the horizontal communication mode. This response was also observed in Mozambique. However, it was not there in the cases of Guinea and Benin which used the vertical communication mode. The explanation for this is because Guinea was in a war situation and Benin used a one way communication process because the government did not give feedback to the people who attended meetings.

Therefore the horizontal communication offers the best approach to issues through participatory management approach. Also concerning this mode of communication, the researcher is interested in finding out whether in the case of Uganda; it was used in reference to the stakeholders participating in the implementation of adjustment programmes and the results which were achieved there from.



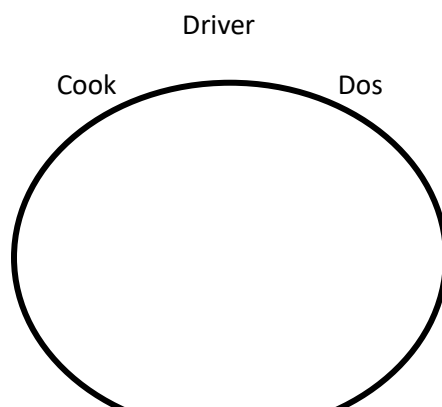
### **Fig. 5: Circular flow communication**

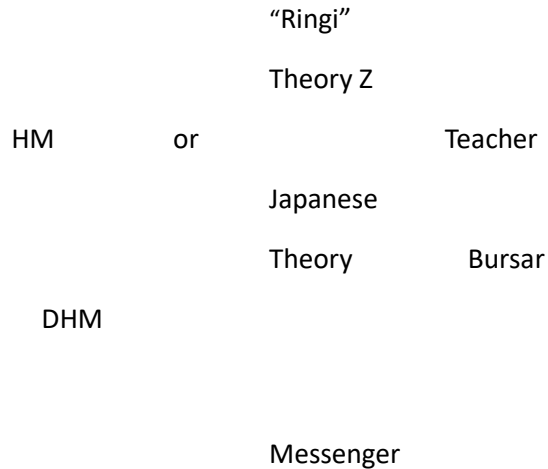
**Source: Researcher**

In terms of the above figure, people are in a position to exchange views. This point of view is illustrated through figure 5 above. This same figure 5 represents a circular flow of information. It emphasizes that unless the flow goes both way, no real communication takes place. This is best illustrated in the case of Benin, where the government did not give a feedback to the people who attended meetings.

### **Decision-making**

Decision-making is another aspect in organizational management and administration. Looking at various definitions of decision-making, the researcher generalized it as being a process of selection or choice among alternative courses of action. The best approach to decision-making is illustrated through figure 6 below.





**Fig. 6: Participatory decision making**

**Source: Researcher**

The above figure represents the best participatory decision-making process. It is a round table decision-making process. This is when both the boss and all categories of his/her subordinates are free to brainstorm their ideas towards solving problems in an institution and the best alternative is taken as the final decision. This could also be referred to as the theory Z or the Japanese theory as explained by Ouchi, (1981).

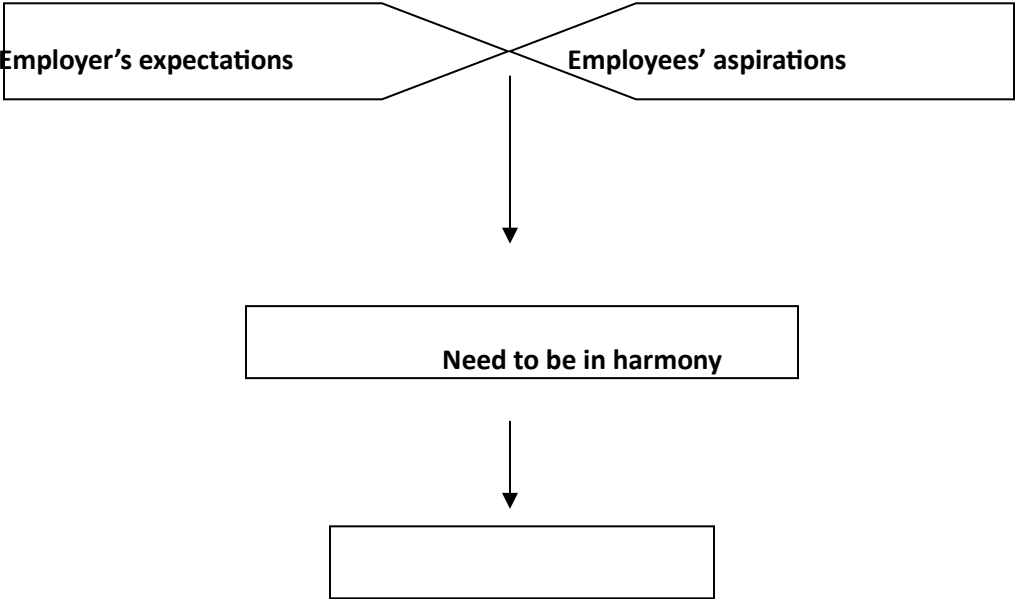
Decision-making arises only when more than one alternative exist for doing the work, (Kast and Rosenweig, 1996). Most of the working populace thinks that decision-making is a task of top management and administration alone and that it is the responsibility of the subordinates to follow what has been decided. In most cases, this attitude does not yield positive results for the organization. Instead, participatory decision-making could be more efficient and effective for the organization. This was well demonstrated in the Mozambiquan case where stakeholders were free to deliberate their views during the process of programme formulation and implementation. This created a situation of the stakeholders owning and supporting the programmes. This kind of decision-making lacked in the Dominica case, Ghana

case, Benin case and Guinea case. In those cases, people thought that decision-making is a task of top management and administration alone. The responsibility of subordinates is to follow what has been decided by the top management.

The researcher wanted to investigate the involvement of stakeholders in the decision-making process and in the implementation of adjustment programmes in Uganda's secondary school sector, and which method was used and the results which accrued there from.

### **Motivation**

Application of effective communication skills and participatory decision-making is not enough to make an organization efficient and effective. Whereas an organization has got its expectations, the workers have also got their aspirations. The two need to be in harmony in order to achieve their desired goals, hence motivation.



## Hence motivation

### Fig 7: Motivation

*Source: Researcher*

The above figure illustrates the best motivation process in an institution.

This was well demonstrated in the Mozambiquan case where stakeholders were free to deliberate their views during the process of programme formulation and implementation. It created a situation of the stakeholders owning and supporting the programmes. This kind of decision-making lacked in the Dominica case, Ghana case, Benin case and the Guinea case.

In those cases, people thought that decision-making is a task of top management and administration alone and it is the responsibility of subordinates to follow what has been decided by the top management.

The case of Mozambique achieved sustained participation in the formulation and implementation of programmes by instituting a system of motivation. The officials did the following things each time they invited stakeholders to work: they served them eats, drinks and lunch. They then paid each participant transport allowance and some kind of stipend. The researcher wanted to investigate whether there was an arrangement of motivating stakeholders during the implementation of adjustment programmes in Uganda's secondary school sector.

## **Objective two**

**To examine the participation of stakeholders in the implementation of curriculum adjustments in secondary schools**

The researcher looked at two examples where adjustment programmes in curriculum development were carried out. The two examples came from Paraguay in Latin America and Mauritius, an Indian Ocean island.

The structural adjustment education reform of the 1990s in Paraguay broke new ground. That reform transformed the education system, the attitudes of the educators and the way teaching and learning were perceived. That reform effort in Paraguay was carried out in a participatory manner. The reform process started with changes at the ministerial level in the administrative structure. The ministry personnel and interested stakeholders developed a common strategy to work together on education issues. A look at the larger process of educating students allowed the Ministry of Education to begin to learn from its own experience, to listen to people involved especially the teachers and to respond to consensus and problems. When it came to curriculum development reform, the following strategy was followed. Teachers were given a voice in offering views regarding curriculum development. This was paramount as they took on new roles. As the reform reached out to them at the local level, teachers were taking ownership of the reform implementation of the curriculum development. Their enthusiasm and increased willingness to get involved were driving forces in putting the plan into action.



The researcher noted from the Paraguayan experience that among areas of great concern, which the reform was set out to achieve, included the relevance of the curriculum at all levels. This led to the realization that the curriculum development was not relevant in many parts. This type of curriculum assumed that all students were the same and what they were doing should be fixed and that their rate of achievement was the same. This meant therefore that teachers should give ready made knowledge to students, because it was the teachers who did the thinking for the students.

The situation there may not differ from that of Uganda in the past. The Uganda situation was bent on drilling students through answers so that they might achieve high grades in national examinations such as Primary Leaving Examinations (PLE), Uganda Certificate of Education (O-level) and the Uganda Advanced Certificate of Education (A-level) which answers they forgot immediately after writing examinations. Consequently, Paraguay felt unhappy about the above situation by re-defining the role of the teacher to favour student-centered methodologies rather than the use of the traditional teacher-centered ones. The teachers, who were made to participate in bringing about the change from teacher-centred methodology to student-centred ones, were formally using the teacher-centred methodology. But because they were made to participate in the change from the teacher centred methodology supported the change because they were part of the change agent, whereas, if they had not participated in the change they would resist it at the implementation stage.

In addition, the course of the study in Paraguay mandated within each subject area, a set of "basic competencies", which students were required to demonstrate before advancing to the next grade level. Teaching strategies had to incorporate free expression, game playing and group work and should model

and develop critical thinking and problem solving skills in students. Teaching and learning had also to relate to and incorporate the student's living reality; cultural, geographic and socio-economic. This emphasized the necessity of the participatory approach in acquiring knowledge by students. The teachers who participated in developing a new curriculum, made sure that the above ideas were included in the new curriculum.

According to the 1992 Paraguayan Constitution, students had a right to have access to education conducted in their mother tongue, be it Spanish or Guarani. The reform introduced bilingual education in Guarani and Spanish from first grade in an effort to satisfy the requirement of preserving the linguistic and cultural heritage of the indigenous Guarani in Paraguay. The reform called for phasing in bilingual education over the course of compulsory education. The curriculum also integrated Paraguayan music, art, games, dance, poetry and literature at all levels, in an effort to make students participate in the creation of their own knowledge. The teachers fully supported this idea because they participated in the formulation of new curriculum.

The researcher found out that in the education system of Uganda, a new curriculum similar to that of Paraguay was introduced in 2007. That new curriculum which was called the Thematic Curriculum was encouraging the use of the mother tongue as a medium of instruction in the lower primary section on the principle that if a child was conversant with its own mother tongue, it learnt the foreign language (English) more easily. But the teachers were not involved in making this curriculum and they were just told to implement it. As a result the teachers were reluctant to use the mother tongue as a medium of instruction. Parents also were not happy about the new curriculum.

This echoes the observation of the 1998 Delor's Commission Report which pointed out as follows: "Attempts to impose educational reforms from top down had obviously failed." The countries where the process had been relatively successful were those that obtained a determined commitment from local communities, parents and teachers.

The researcher had an experience where one parent of a boy in one primary school received an end of term progressive report written in a mother tongue according to the requirements in the Thematic Curriculum, that parent reacted angrily and aggressively that he could not understand what was in his son's report and the head teacher of that school seemed to sympathize with the situation.

In Paraguay, reforms were also being carried out in the teachers training programmes. They included incorporating teacher training in the New National Curriculum (NNC) and expanding, improving and coordinating existing pre-service and in-service programmes. In 1994 the reform designated a new organization, the National System of Teachers Modernization (NSTM), to oversee the developing and implementing of a good system of ongoing in-service training. The teachers were involved in designing the curriculum for the National System of Teachers Modernization (NSTM). The researcher's interest in looking at the Paraguayan adjustment programmes regarding curriculum development was to establish whether stakeholders were involved in their implementation. The above explanation shows that this was the case.

Having seen what had happened across the Atlantic Ocean regarding adjustment programmes in curriculum development, the researcher wanted to review the same in Sub-Saharan Africa during the 1990s and he looked at Mauritius and its adjustment programmes in curriculum development, with a view of finding out the role which stakeholders played.

Here, the researcher reviewed the August 1991 Mauritius Master Plan, sponsored by international agencies namely: UNESCO, UNDP, ILO and the World Bank.

Throughout the course of the preparation of the Master Plan in Mauritius (MP), there had been wide public consultations. The Minister of Education held discussions with teachers, managers, principals, students and other categories of people. At an early stage, the Working Group and the Steering Committee invited comments and suggestions from the public. The ILO helped in the organization of seminars on the status of teachers.

Many recommendations of various seminars were incorporated in the Master Plan. After the publication of the first complete draft of the Master Plan, a national seminar was held to discuss its proposals. This seminar was attended by teachers, heads of schools, school managers, educational administrators, and representatives of tertiary institutions, Parents and Teachers' Associations (PTAs), Trade Unions, educational authorities, employers and non-governmental organizations, as well as others who were concerned about the education system. The draft plan was made in the light of proposals made in various seminars.

The researcher realized that there was full participation of stakeholders in the formulation and implementation of the Mauritius Master Plan regarding adjustment programmes in curriculum development.

This Master Plan placed additional responsibilities on teachers. They were expected to play a more active role in assessment and remedial work. They were encouraged to take more initiatives in the adoption of the curriculum to the needs of their own students as well as in curriculum development generally. This emphasized the theory that stakeholders help a lot if they participate in the implementation of programmes, (Grindle 1980).

Looking at the Uganda situation historically, the researcher would like to point out curriculum development activities during the colonial period (1894-1962) and during the post colonial period from 1962 to 1992 in view of participatory theories regarding education. In the 1930s the colonial British administration in Uganda established two kinds of post primary schools namely, Middle Schools which followed an academic curriculum. The second category of schools was called Central Schools which followed a practical curriculum. The curricula of both the Middle Schools and the Central Schools were made by the Education Officials and launched in the schools without other participation of the stakeholders.

The Central Schools were very good schools because they met the criticism of the 1924/25 Phelps Stokes Commission against missionary education which was too academic. If the curriculum of those Central Schools had succeeded, to-day's cry of "education for job creation and not for job seeking" would not have arisen. But the consuming stakeholders were never involved in the development of the curriculum for those Central Schools and then the people did not see the relevance of those practical schools. Eventually the public looked at the central schools and their curriculum as meant for non-academic achievers, and the parents progressively stopped sending their children to them. By 1940, there were too few students

going to the central schools and the government was forced to close them. All this was brought about by not involving stakeholders in the implementation of their curriculum.

Another example during the colonial period is when a major adjustment programmes in the curriculum development was made in 1952. During that year, the British colonial government in Uganda appointed the 1952 de Bunsen Education Committee. That Education Committee recommended the establishment of vocational schools at the junior secondary school level and at the senior secondary school level. This necessitated the development of a practical curriculum for those schools.

Some of the schools at the junior secondary school level were called Rural Trade Schools while others were called Farm Schools and others were called Home Craft Centres, (Ssekamwa 1996). The schools at the secondary school level were called Secondary Modern Schools. The Department of Education officials sat within their offices and developed the different practical curricula for the above schools without involving other stakeholders.

With enthusiasm, the government established many of those vocational schools all over the country and the teachers began to implement the curricula. The schools initially got many students but because teachers and parents were not party to the implementation of such curricula and were not made aware of the inherent value for such schools, the parents progressively stopped sending their children to them. Since teachers did not participate in the formulation of the practical curricula they were not aware of the inherent value of such curricula and of the schools as a result, they could not help the parents to see the usefulness of the above practical schools which had been established.

Yet this was another chance for the education system in Uganda to balance academic education with vocational education. The present “cry of education for job creation and not for job seeking” perhaps would not be taking place today. As Uganda approached her independence in 1962, very few students were attending those practical schools and the buildings were becoming empty. Of course, there were some other reasons why those practical schools failed, but one of the major reasons was the non-involvement of the stakeholders during the implementation of the curricula for those vocational schools.

Another example of non-involvement of stakeholders in curriculum development happened during the post independence period in Uganda. The new independent Uganda government was faced with the “school leavers’ problem” by 1967. That problem arose from the recommendation of the 1963 Castle Education Commission of producing very many qualified Ugandans at both secondary school level and university level to fill up the numerous jobs which had been brought about by the departure of the British colonial workers at the approach of Uganda’s independence in 1962. By 1967 it was realized that education had continued to be too academic as it had been during the colonial period, and therefore school graduates had no practical skills to help them initiate their own employment if they failed to get ready established jobs. To avert this danger, the Uganda government called upon UNESCO in Paris to develop a practical oriented curriculum in Uganda.

Consequently UNESCO experts from Paris launched the Namutamba Curriculum Project experimentation in 1968. By 1977 the UNESCO experts had produced a practical curriculum for primary schools and for Primary Teachers’ Colleges. These practical curricula were officially launched in 1977 by General Idi Amin Dada the then President of Uganda. But they were never implemented in schools and in the Primary Teachers’ Colleges (PTCs). The government officials had not been involved in the making of the curricula

and they were not enthusiastic to enforce them in the primary schools and in the PTCs. Similarly, since the Principals of the PTCs and their tutors and the teachers in primary schools were not involved in the development of those curricula, they were not also interested in their implementation. Consequently, those curricula were not implemented in both the Primary schools and the Primary Teachers' Colleges. Since the government officials did not participate in the designing and experimentation of those curricula, they did not insist that the head teachers of primary schools and their teachers, the principals of primary teachers colleges and their tutors should implement the Namutamba Curriculum Project. Therefore the theories of participatory approach in implementing programmes are very necessary for the success of the implementation of programmes so formulated, for the stakeholders to own and support them.

### **Objective three**



## **To access the participation of stakeholders in the implementation of evaluation method adjustments in secondary schools**

The researcher reviewed the reforms on evaluation methods as used in Paraguay, Latin America, across the Atlantic (1989). The Paraguayan Ministry of Education pointed out that evaluation of students and teachers must be consistent and dynamic. Teachers were also encouraged to reflect on their own teaching and on their students' learning activities. No longer were teachers considered to be the only authoritative source of knowledge. The reform re-fashioned them as guides, facilitators and orienters who learn with students and who help students to realize their individual potential within a democratic whole.

The researcher interpreted this reform statement as indicating that teachers and other educators should not test students on book knowledge alone but should test knowledge being delivered relevantly and practically to society. This means that the curriculum content and learning experiences must be relevant to the students' interests, values, abilities and beliefs and that they must also be relevant to societal needs. Administrators and teachers should be trained to reorient their role from that of bureaucrats to pedagogic guides.

This advice was healthy because it establishes a continuous approach in assessing students and correcting mistakes timely which students make. It replaces the traditional summative approach to assessment of students, which method realizes damages done when students had already left that level of academic education. Therefore, the Paraguayan approach to assessment by using the formative or progressive assessment method is democratic and student-centred in the sense that with such a method the teacher is not using a rote exercise but an active and dynamic process.

The Paraguayan recommendation on evaluation methods however, looked at teachers as being the only evaluators and left out other stakeholders such as ministerial officials, parents, religious and local leaders. This is a traditional point of view which looks at the experts as the only people who know what to do. Yet the present point of view is that in the society there are certain categories of people who can contribute usefully in the evaluation methods. What is needed is making efforts to identify some of those people and involve them in the exercise. Uganda does not differ from the above Paraguayan example. She continues to look at teachers as the only group of people to carry out the assessment of students. However, unlike Paraguay, Uganda uses the summative approach in the assessment of students.

Coming to the evaluation methods as being one of the key areas of this study, the 1987 National Education Policy Review Commission of Uganda critically examined this area, and commented as follows: "Over the years, the education system had become so examination ridden that the entire teaching and learning was geared towards passing examinations and getting good marks needed for entry to the next higher level of education," (Senteza Kajubi, 1989). In the process, many other aspects of the curriculum, such as development of moral and ethical values, sound physical health, practical skills, participation in social and cultural activities, get neglected since no weight is given to them in the evaluation of students' achievements.

In order to achieve the above balancing of evaluation, the 1989 National Education Policy Review Commission Report (NEPRCR) saw the need to reform the examination system that is, from exclusive summative evaluation of students to continuous comprehensive evaluation of students while they are being taught in schools. The above Commission further added that evaluation should be both formative

and summative and should serve the purpose of improving both teaching and learning. It should not be just a tool for declaring students "pass" or "fail" based on an assessment of their performance at a single "end-of-level" examination.

The researcher agrees with the 1987 National Education Policy Review Commission recommendation of using both continuous and summative evaluation. These two methods of assessment are suitable in assessing students adequately in terms of the cognitive domain the affective domain and the psychomotor domain. Moreover, if a student misses a final examination, the continuous assessment comes to his/her rescue by using the marks scored. The fairness of this way of assessment is illustrated in figure 8 on page 73.

**1/3** ⇒ **Cognitive domain**

**2/3** ⇒ **Cognitive + Psychomotor domains**

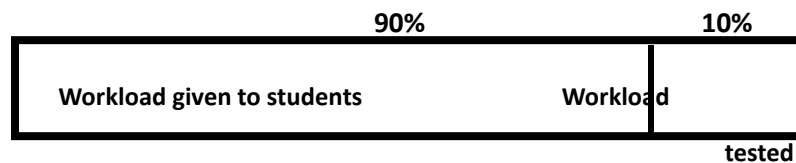
**3/3** ⇒ **Cognitive + Psychomotor + Affective domains**

**Fig. 8: Balanced Curriculum.**

**Source: Researcher**

The above figure illustrates a balanced way of assessing students.

The commission was against using only the summative assessment because it creates an imbalance between the workload given to students and the workload tested. Figure 9 below illustrates an imbalance between the workload given to students and the workload tested.



**Fig. 9: Workload given vs. workload tested.**

**Source: Researcher.**

The researcher wanted to find out whether the recommendation of the 1987 National Education Policy Review Commission of involving stakeholders in evaluation of students using both summative assessment and continuous assessment was carried out.

## **Objective four**

**To advance a selective and motivating participatory model which should help involve stakeholders in implementing programmes in secondary schools**

In the case of Dominica, there was selection of stakeholders at the formulation stage. But when it came to the implementation stage, participation became quite weak, the reason being lack of motivation of participants. In the process of implementation, the participants began to feel that they were spending their time without visible consideration of their efforts in terms of some stipend. Yet government officials, who were coordinating the participants, were being remunerated through allowances besides their monthly salaries.

In case of Africa, the researcher identified five cases which included Ghana, Guinea, Mauritius, Mozambique and Benin. Regarding Ghana, there was no selection of participants and the issue of motivation does not arise because it was only the officials who participated and were motivated through allowances.

Benin was another case which the researcher reviewed. At the implementation stage, stakeholders were not selected to participate and therefore, the issue of motivation did not arise.

Looking at the Guinea case, the researcher found out that there was no involvement of stakeholders in the implementation of programmes. Therefore, there was no issue of selection and that of motivation.

Mozambique was another case which the researcher reviewed. The study reviewed that the participants from the stakeholders were selected and motivated through eats and drinks, lunch, transport refund and stipend at the end of a working session.

The Mozambiquan case shows a deliberate selection of participants from a vast group of stakeholders. It also shows the idea of motivation of participants. Both approaches helped to sustain the enthusiasm of the participants until the completion of the implementation of programmes.

## **Section 2**

### **Conceptual Framework**

The researcher conceptualized this study that the 1987 National Education Policy Review Commission recommended many adjustment programmes regarding management and administration, curriculum development and evaluation methods in regard to the secondary school sector. Many of those recommendations were accepted by the 1992 Government White Paper.

However, the research findings would be very interesting if they would reveal that stakeholders participated in their implementation. Those stakeholders consisted of ministerial officials, District

Education Officers (DEOs), chairpersons Boards of Governors (BOGs), chairpersons Parents and Teachers Associations (PTAs), head teachers, teachers, parents, religious and local leaders.

Part of recommendation No. 188 of the 1989 National Education Policy Review Commission Report was that the National Curriculum Development Centre (NCDC) should carry out evaluation in curriculum development. The members of the commission wanted to see that stakeholders should be involved in curriculum development. The researcher wanted to find out the level of involvement of the stakeholders in the implementation of curriculum development and the implications and impact thereof.

Recommendations Nos. 200, 201, 204 and 205 of the 1989 National Education Policy Review Commission Report accepted the continuation of the existence of the BOGs and that the BOGs should play an effective role in the administration of secondary schools. The commissioners also recommended that the Parents and Teachers Associations (PTAs) should continue to exist and work hand in hand with the BOGs.

The researcher wanted to find out the level of involvement in the implementation of adjustment programmes by the BOGs and the PTAs in the secondary school sector regarding management and administration and the implications and impact thereof.

Recommendation No. 203 of the 1989 National Education Policy Review Commission Report stated in part that the head teachers should be involved in the administration of education and that the teachers should bear some responsibilities in the day-to-day administration of their schools. The researcher wanted to find

out how far the head teachers and teachers were involved in the implementation of the adjustment programmes in regard to management and administration.

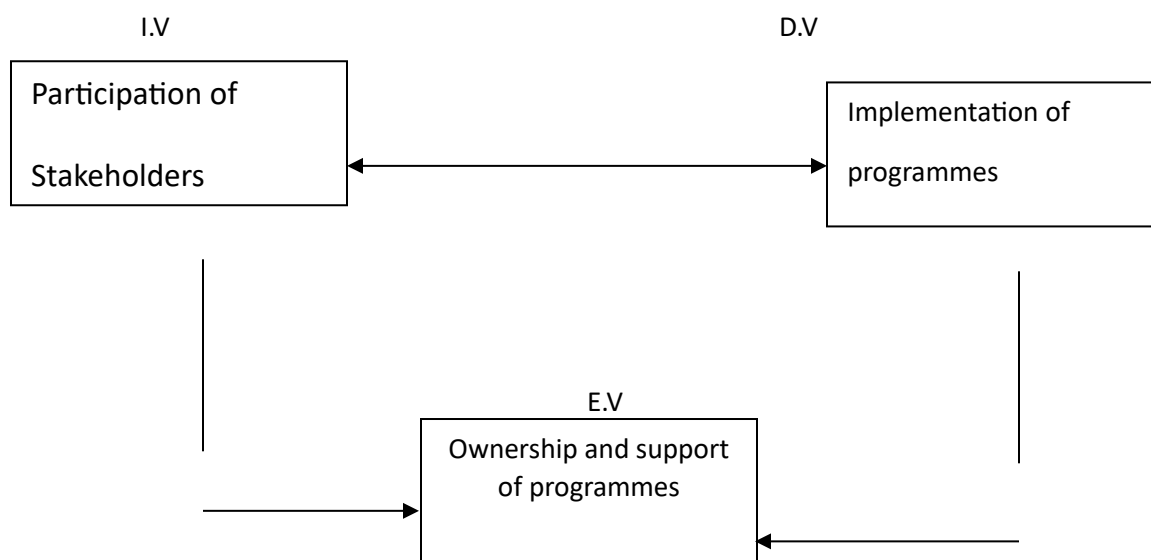
Under recommendation 188 (R188) of the 1989 National Education Policy Review Commission Report (NEPRCR), the members of the commission recommended that the National Curriculum Development Centre (NCDC) should develop schemes of Continuous Comprehensive Evaluation (CCE) or Progressive Assessment (PA) using Cumulative Record Cards, (CRC) for use in schools. It further emphasized that the schemes of continuous comprehensive evaluation, should be developed in consultation with the Inspectorate of Education (IE) now the Education Standards Agency (ESA) and the Uganda National Examinations Board, (UNEB).

Furthermore, recommendation 193 (b) (R193b) of the same commission states that on top of summative evaluation, UNEB should develop a system for inclusion of the results of the internal assessment in the computer-produced certificates awarded to students. In the short term, schools should award separate certificates giving results of internal assessment.

The researcher conceptualized this study in terms of participatory approach regarding the implementation of the adjustment programmes as outlined in the 1992 Government White Paper. This participatory approach had to involve the stakeholders in management and administration, curriculum development and evaluation methods in Uganda's secondary school sector.



This conceptual framework is visually dramatized in figure 10 below with the following indicators: the independent variable (IV) represents the participation of stakeholders, the dependent variable (DV) represents the implementation of programmes by the stakeholders and the extraneous variable (EV) represents the ownership and support of programmes during their implementation.



**Fig. 10: Conceptual Framework**

**Source: Researcher**

In conclusion, the researcher conceptualized the study on how far the stakeholders were involved in the implementation of the endorsed recommendations of the 1989 National Education Policy Review Commission Report in terms of management and administration, curriculum development and evaluation methods in Uganda's secondary school sector and the implication and impact thereof.



## CHAPTER THREE

### METHODOLOGY

#### Introduction

This chapter presents the methodology by which the research was designed and carried out in view of theory Z or the Japanese theory by Ouchi, (1981) which underpins this study. The researcher used qualitative and quantitative study techniques to obtain, organize, analyze and present data.

#### Research Design

The researcher studied four popular research designs before he zeroed down to the one he used in the study. The text of these research designs is as follows:

**Experimental research design** is when researchers design experiments to test hypotheses by controlling the factors of the experiment to determine or predict an outcome based on independent and dependent

variables. Experimental research design provides the framework in which a researcher shapes and experiments. This design does not suit the study because the researcher is not using hypothesis to investigate the problem.

**Case study research design** is a descriptive or explanatory analysis of a person, group or event. This can also be the same as a study with low number of participants depending on how the case is defined. This research design is not suitable for the study because this is a countrywide study which is bound to involve a reasonable number of participants in the implementation of programmes.

**Longitudinal research design** is a basis type of research method in which subjects are tested one or more times after initial testing. Typically, subjects are assigned randomly to an experimental group. For example, a group that performs a specific type of training and a control group after the initial testing. Both the experimental and the control groups are tested again simultaneously one or more times during the period of the study. In this way, the effects of an experimental procedure can be measured over a period of time. This design does not suit the study because it is related to scientific research.

**Cross-sectional research design** is a basic type of research method in which a large cross section of the population is studied at one specific time and the differences between individual groups within the population can be compared for reliable results (Yin 1994) and (Amin 2005).

After studying the above four popular research designs, the researcher zeroed down to the fourth research design, which is the cross-sectional research design, whose results are more reliable and relevant to the study.

When this design was used, data was collected using mainly interviews and questionnaires. Other data were obtained through interview guides which sought views and opinions of selected respondents giving open and close-ended responses. Besides, more data was obtained from written documents such as publications from the Ministry of Education and Sports, news papers and PhD theses on education, concluded recently. These PhD theses comprise of the following: Nkata's thesis (1996), entitled the changing patterns of parent participation in primary schools management in Mpigi district. Musingo's thesis (2004), entitled financial constraints of the private sector and the implications to the management of university education in Uganda and Ddungu's thesis (2005), entitled effects of head teachers' patterns of leadership on their performance in secondary schools in Uganda.

Of the above three PhD theses, Nkata and Musingo had some relationship to the researcher's study because they both examined parents' participation as stakeholders in primary and tertiary institution management which is the researcher's independent variable.

## **Study Population**

The parent population of the study consisted of stakeholders of the following categories namely: ministerial officials, District education Officers (DEOs), chairpersons Boards of Governors (BOGs), chairpersons Parents and Teachers Associations (PTAs), head teachers, teachers, parents, religious and local leaders.

**Table 3.1: Distribution of the study population sample by designation**

| <b>RESPONDENT CATEGORY</b> | <b>TARGET SAMPLE SIZE</b> | <b>ACTUAL SAMPLE SIZE</b> | <b>% RESPONSE TURN-UP</b> |
|----------------------------|---------------------------|---------------------------|---------------------------|
| Ministerial officials      | 6                         | 6                         | 100%                      |
| DEOs                       | 4                         | 3                         | 75%                       |
| Chairpersons BOGs          | 80                        | 69                        | 86.35                     |
| Chairpersons (PTAs         | 80                        | 63                        | 78.6%                     |
| Head teachers              | 80                        | 80                        | 100%                      |
| Teachers                   | 310                       | 310                       | 100%                      |
| Parents                    | 320                       | 320                       | 100%                      |
| Religious leaders          | 20                        | 17                        | 85%                       |
| Local leaders              | 32                        | 28                        | 87.5%                     |
| <b>TOTAL</b>               | <b>932</b>                | <b>896</b>                | <b>96.1%</b>              |

Table 3.1 above illustrates that stakeholder population was represented by 6 ministerial officials, 4 District Education Officers (DEOs) from 4 districts which were used in the study, 80 chairpersons BOGs, 80 chairpersons PTAs, 80 head teachers, 310 teachers, 320 parents, 20 religious leaders and 32 local leaders.

**Table 3.2: The four districts of the study and their parent population**

| NO. | DISTRICT           | DEOs  | BOGs | PTAs | H.<br>TRS | TEACHERS | PARENTS | RELIGIOUS<br>LEADERS | LOCAL<br>LEADERS |
|-----|--------------------|---|------|------|-----------|----------|---------|----------------------|------------------|
| 1.  | Luweero            | 1   | 20   | 20   | 20        | 400      | 160     | 5                    | 8                |
| 2.  | Hoima              | 1   | 20   | 20   | 20        | 400      | 160     | 5                    | 8                |
| 3.  | Gulu               | 1   | 20   | 20   | 20        | 400      | 160     | 5                    | 8                |
| 4.  | Iganga             | 1   | 20   | 20   | 20        | 400      | 160     | 5                    | 8                |
| 5.  | Sub-total          | 4   | 80   | 80   | 80        | 1600     | 640     | 20                   | 32               |
| 6.  | <b>Grand total</b> | <b>6 ministerial officials at the ministry plus 2564 = 2570</b> |      |      |           |          |         |                      |                  |

Table 3.2 above illustrates how the parent population of the study was geographically distributed according to the four districts of the same study where each district represented a region. The districts of

the study were selected on the following basis: Districts which suffered from the war situation namely; Gulu and Luweero districts, the districts which did not suffer from the war situation were Hoima and Iganga. In selecting these districts, the researcher wanted to find out whether there was a difference or no difference in implementing adjustment programmes in education.

## **Sampling techniques**

Sampling simply means the process of selecting elements from a population in such a way that the sample elements selected represent the population, (Amin 2005). To clarify the above definition, Amin adds as follows: "Sampling therefore, is a process of extracting a portion of the population from which generalization to the population can be made."

The researcher has come across numerous sampling techniques and he felt that it is justifiable to indicate a number of them here and also show the sampling techniques he used and for what reason he used such sampling techniques.

There is the **purposive** sampling technique. In this type of sampling, the researcher uses his own judgment or common sense regarding the participants from whom information will be collected. In this respect, the researcher knows the kind of people who will furnish him with the relevant information about the study. For example, if a researcher is researching on hunting, he/she will use hunters as respondents and not fishermen.



Another type of sampling technique is the **proportionate** or **quota** sampling technique. In this sampling, the researcher is using survey research when it is not possible to list all members of the population of interest.

There is also the sampling technique known as **snowball** which is also referred to as **network** sampling. It involves asking a key informant to name other people who should be contacted by the researcher in order to understand some aspects of a situation under study.

**Probability** is another sampling technique which is about selecting a sample in such a way that all elements in the population have some probability of being selected.

Also, there is the **Simple Random** sampling technique (SRS) which is one of the most important research fundamental methods in statistics.

**Systematic** sampling technique is all about when the random members are used only once. Furthermore, systematic sampling is one in which every Kth element of the sampling frame is selected.

There is also the **Cluster** sampling technique which is about grouping the elements of a population into sub-populations each of which can be used as representative subset of the population.

There is the **Matrix** sampling technique which is used during measurement and evaluation studies. It helps to have several items on the measuring instrument.

Lastly, there is the **Stratified** sampling technique which takes into consideration the heterogeneous nature of the population to be sampled. In stratified sampling, the population is divided into sub-populations such that the elements within each sub-population are homogeneous. Simple random samples are then selected independently from each sub-population.

From the above sampling techniques, the researcher used both the **purposive** sampling and the **simple random** sampling techniques. These two sampling techniques best suited the work which he was dealing with.

In respect to the purposive sampling technique, the researcher used the respondents from the four regions, each region being represented by one district. The researcher knew the type of people who had the information which he was looking for.

The selection of four districts from each region and 20 schools per district included in the study was based on similar reasons. This was the same case for the selection of some respondents including ministerial officials, DEOs, chairpersons BOGs, PTAs, head teachers, religious and local leaders. The simple random sampling technique was used to select teachers and parents from each of the selected schools. This ensured that each member in the target population had an equal and independent chance of being selected.

## Sample size (n) Estimation

The sample size of teachers and parents included in the study was estimated using the (Kish and Leslie, 1965) formula for a single proportion as:

$$n = \frac{Z_{\alpha/2}^2 * p * Q}{d^2}$$

Where: n = Sample size

$Z_{\alpha/2}$  = standard normal value for a Z- distribution i.e. score corresponding to 95% level of significance ( $z = 1.96$ ).  $d_1$  = absolute permissible error on teachers;  $d \leq 5\%$  or  $\leq 0.05$  i.e.  $d_1 = 0.05$  was used as the level of precision.  $d_2$  = absolute permissible error on parents;  $d \leq 4\%$  or  $\leq 0.04$  i.e.  $d_2 = 0.04$  was used as the level of precision.  $p$  = the estimated proportion of teachers participating in structural adjustment programmes was 0.4.  $q = 1 - p = 1 - 0.4 = 0.6$ .  $n = (1.96^2 \times 0.4 \times 0.6) \div 0.05^2$ .  $n = 310$  teachers.

For parents, the estimated proportion of parents participating in structural adjustment programmes was 0.2.

$$q = 1 - P = 1 - 0.2 = 0.8$$

$$n = (1.96^2 \times 0.2 \times 0.8) \div 0.04^2$$

$n = 320$  parents.

A sample size of 310 teachers and 320 parents was used for the study. Further representation was achieved by ensuring that it was only parents who currently had children in those schools and had visited the school at least two times a term who were used.

Finally, the researcher chose to select this sample size because there is no size at which the sample stops being small and becomes large enough to represent the population for generalization. Since qualitative research involves intensive study of individuals, a small number is usually required and in most cases the researcher does not determine the sample size in advance. This particularly happens for descriptive research where it is common to sample from 0 to 20 percent of the population although this range may change with size of the population studied, (Amin, 2005) and (Oso and Onen, 2005).

## **Data Collection:**

### **Primary Data**

Primary data were collected from the selected respondents using the following instruments:

### **Interview Schedules**

Interview schedules were designed according to the main themes of the study and were administered to the selected respondents. They were specifically administered to the selected Ministry of Education and Sports officials and District Education Officers (DEOs).

Interview schedules were used because according to (Trochim, 1996), these instruments contained probing questions that allowed flexibility in asking so as to get more in-depth information from a respondent. They also permitted asking both close and open-ended questions and allowed respondents to answer some questions in an un-limited manner. They were therefore suitable to be used. It was not possible to pre-determine all the possible answers to the questions asked. Moreover, even when some answers were pre-determined, respondents could select a given answer that fitted their opinions and supported it with reasons.

### **Semi-structured Questionnaires**

These were designed again according to the main themes of the study and were administered to the selected school chairpersons, Boards of Governors (BOGs), chairpersons Parents and Teachers Associations (PTAs), head teachers, teachers, parents, religious and local leaders. The semi-structured type of questionnaire was preferred because it gives respondents freedom to elicit some information in detail, due to the open-ended nature of some of the items it consists of. It can accommodate a wide range of closed-ended questions. It therefore gives more freedom to the respondents to cover all areas of interest as far as the desired data is concerned. It is also used when the respondents are literate enough to write.

### **Secondary Data**

Data was collected from secondary sources which included: the Ministry of Education and Sports resource centre, the DEOs offices, the BOG and the PTA minute records, newspapers, text books and internet.

## Validity and Reliability of the Instruments

### Validity

Validity refers to the extent to which an instrument measures what it claims to measure. Arya et al., (2002) or the concern to whether the variable is the underlying cause of item co-variation, (Devillis, 2003). Subjects are less likely to complete and return questionnaires perceived to be inappropriate. Therefore the instrument should have face validity-wording, clarity, ease of filling out and total time complete and should be content validity-extent to which specific set items reflect content domain, (Devillis, 2003).

Prior to the initiation of the study, experts from different fields of management and administration, curriculum development and evaluation methods were given the questionnaire to screen and vet them for their content validity. These experts were selected, basing on their academic and subject expertise in the field of logistics and service quality. They used the scale that ran from very relevant (VR), relevant (R), neutral (N), irrelevant (IR) to very irrelevant (VI). Items found to be ambiguous or the ones judged to be inappropriate were expunged or adjusted (Amin, 2005). The average Content Validity Ratios was captured using the formula below:

$$C.V.R. = \frac{\text{Number of items declared } v}{\text{Total number of items.}}$$

**Table 3.3: Content validity ratios of the administered instruments**

| INSTRUMENT                                | CONTENT VALIDITY RATIOS (CVR) |
|---|-------------------------------|
| Interview guide for ministerial officials | 0.7                           |

|                                     |     |
|-------------------------------------|-----|
| Interview guide for DEOs            | 0.8 |
| Questionnaire for chairpersons BOGs | 0.8 |
| Questionnaire for chairpersons PTAs | 0.9 |
| Questionnaire for head teachers     | 0.9 |
| Questionnaire for teachers          | 0.8 |
| Questionnaire for parents           | 0.9 |
| Questionnaire for religious leaders | 0.8 |
| Questionnaire for local leaders     | 0.7 |

Table 3.3 above summarizes the content validity ratios (CVR) obtained for each instrument. The ratios were all greater than 0.5 and this indicates that instruments were all highly valid. It must be noted that all the items rated neutral, irrelevant and very irrelevant were eliminated from those finally administered to the respondents, (Amin, 2005).

**Reliability of Instruments**

A reliability analysis for each scale/questionnaire, with selected items was run using Statistical Package of Social Scientists (SPSS). Reliability refers to the consistency of a measure (Gronlund, 1993). If an instrument is reliable, then it is expected that the scores are an accurate reflection of the respondent's true beliefs. Therefore, if a reliable instrument is administered a second time to the same subjects, their answers should not change from the first administration. Several theories of reliability and estimates of reliability will differ, to a greater or lesser extent, depending on the specific sources of error being addressed. In this study, the research method that was used to estimate internal-consistency reliability was alpha coefficient,

alpha often referred to as Cronbach's alpha. It was used to estimate the reliability of an instrument by measuring the homogeneity of the items in a particular scale. Cronbach's alpha coefficients were computed for each item in the questionnaires. The overall alpha scores were similar to those in the (Anderson, et al. 1995) study, where alpha coefficients ranged from .60 to .86. The alpha coefficients for this study are as follows:

The Cronbach Method of Internal Consistency is given by the following formula.

$$A = \frac{K-1}{K} \frac{\sum SD2i}{SD2t}$$

$K-1$      $SD2t$

Where: **a** is the coefficient of reliability

**K** is the size of the pilot sample

**SD2i** are the variances of within the items

$\sum$  is the summation sign

**SD2t** is the overall variance for all items

### 3.4 The Cronbach method of internal consistency

| <b>INSTRUMENT</b>                       | <b>OVERALL VALUE OF CRONBACH'S ALPHA</b> |
|---|--|
| Questionnaire for ministerial officials | .756                                     |
| Questionnaire for DEOs                  | .726                                     |
| Questionnaire for chairpersons BOGs     | .743                                     |
| Questionnaire for chairpersons PTAs     | .721                                     |



|                                     |      |
|-------------------------------------|------|
| Questionnaire for head teachers     | .876 |
| Questionnaire for teachers          | .772 |
| Questionnaire for parents           | .658 |
| Questionnaire for religious leaders | .596 |
| Questionnaire for local leaders     | .658 |

Table 3.4 above illustrates alpha scores which are close to .70 or above are considered sufficient for research purposes, (Nunnally, 1978). However, it is obvious that one of the questionnaires, questionnaire for religious leaders, had a lower than desirable alpha score (.596). This indicates that the questions addressing the subject are not reliably measuring it well. This could be attributed to the number of questions included in the questionnaire. As the number of questions increases the random measurement errors tend to cancel each other out, thus increasing reliability.

**Ethical Consideration**

Here, the researcher first assured the respondents that all the information given to him would be treated with maximum confidentiality. Secondly, in the analysis of data, no names of respondents would be shown and nor would the places where they are found would be mentioned. Also on the research instruments themselves no names would be shown.

On receiving their willingness to assist, relevant instruments were administered to the respondents. This was done with the services of the researcher's assistant. The instruments were left with the respondents agreeing on the time they felt was enough for them to fill in the questionnaires, varying between one and two weeks from the day each respondent received the instrument. The instruments were thereafter collected and compiled for data analysis.

On the other hand, interview schedules were administered directly to the respondents, who included the ministerial officials and the District Education Officers (DEOs). On receiving their willingness to assist, the researcher used the instruments to capture data using discussion methods hence, putting respondents in a jovial mood.

## **Data Analysis**

### **a. Qualitative Data Analysis**

This technique was used to analyze all data collected in form of responses to open ended interviews and questionnaires. In particular, all this data was content analyzed. This involved a critical assessment of each response, examining it using semantic and interpretative methods. The interpretative techniques were used to interpret each response while the semantic approach ensured that the interpretation made,

brought the meaning desired in accordance with the main objectives of the study, thus (Meyer, 1999) asserts that data is often analyzed using descriptive analysis.

## **b. Quantitative Data Analysis**

Whenever a theme already developed from a response is applied in another response, a tally is assigned to the theme. Otherwise another theme is developed. At the end of the qualitative analysis, each of the developed themes is transformed into countable tabulated data by counting the tallies against it. The tabulated data compiled in this manner was presented in tables using simple frequency and percentage distributions to summarize the data into meaningful information.

## **Limitations**

During the course of the study, the researcher experienced a number of limitations namely: time, language, finance and openness of the respondents. Looking at the geographical scope of the study, the researcher found it very expensive in terms of time and money to cover the selected schools in the four districts. These involved traveling long distances to those districts which included reaching many rural areas where some of the schools are situated.

The expenses also included accommodation and feeding, stationery, publication and consultancy. Communication was also a problem especially in the rural areas where people like parents and local leaders were not comfortable with English as a medium of interaction. Also some of the respondents were

not open enough to give the researcher true information despite knowing that this was an academic research. Nevertheless, the researcher managed to get enough information for the study because of the use of component interpreters of the languages which he does not speak.

## **CHAPTER FOUR**

## **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **Introduction**

Direct involvement of groups or individuals in any system especially the stakeholders is a precursor to successful implementation of programmes within the system in question. In this chapter tabular presentation, evaluation and analysis of the study findings in view of the study objectives, was carried out in respect of the implementation of structural adjustment programmes regarding management and administration, curriculum development and evaluation methods in Uganda's secondary school sector. The discussion of findings was carried out in chapter five.

#### **4.1: Respondents background**

The respondents who were used in this study consisted of the following categories of people: ministerial officials, District Education Officers (DEOs), Chairpersons Boards of Governors (BOGs), Chairpersons Parents and Teachers Association (PTAs), head teachers, teachers, parents, religious and local leaders. Apart from the ministerial officials, the rest of the respondents were selected from each of the four districts and each district was selected to represent the region.

The respondents in the above categories were of equal numbers for each district. The researcher wanted to get information from the above selected respondents in terms of independent variable which is participation of stakeholders and in terms of the dependent variable which is the implementation of programmes and the extraneous variable which is the ownership and support of programmes.

**Table 4.1: Respondents by categories**

| <b>Participation of different categories of stakeholders</b> | <b>Categories</b>     | <b>Frequency</b> | <b>Percentage</b> |
|--|-----------------------|------------------|-------------------|
| <b>Stakeholders</b>  | Ministerial officials | 6                | 0.7               |
|  | DEOs                  | 3                | 0.3               |
|  | BOGs                  | 69               | 7.7               |
|  | PTAs                  | 63               | 7.1               |
|  | Head teachers         | 80               | 8.9               |
|  | Teachers              | 310              | 34.6              |
|  | Parents               | 320              | 35.7              |
|  | Religious leaders     | 17               | 1.9               |
|  | Local leaders         | 28               | 3.1               |
|  | <b>TOTAL</b>          | <b>896</b>       | <b>100.0</b>      |

**Source: Researcher**

The participation of respondents in the adjustment programmes was structured under stakeholders with the following categories of respondents and their rates of participation which included the following: ministerial officials and DEOs constituted the least number totaling to 1.0% of the stakeholder participation. Teachers and parents dominated the study with a participation level of more than 50% both

combined. The study was evenly represented across other stakeholders including BOGs, PTAs, head teachers, religious and local leaders.

Consequently, stakeholder participation in the determination of participation in the adjustment programmes was evenly distributed according to the hierarchy in leadership and administration of secondary schools in Uganda and since teachers and parents sit at the bottom of the hierarchy; their higher percentage of participation shows that the study was objective in conclusions drawn from the stakeholders' responses.

This shows that the participatory management theory Z of (Ouchi, 1981) which underpinned this study was well exemplified.

**Table 4.2: Frequency and percentage distributions of respondents by their gender**

| Group        | Category              | Male      |            | Female    |            |
|--------------|-----------------------|-----------|------------|-----------|------------|
|              |                       | Frequency | Percentage | Frequency | Percentage |
| Stakeholders | Ministerial officials | 2         | 32.3       | 4         | 67.7       |
|              | DEOs                  | 2         | 66.7       | 1         | 33.3       |
|              | BOGs                  | 62        | 90.0       | 7         | 10.0       |
|              | PTAs                  | 54        | 85.7       | 9         | 14.3       |
|              | Head teachers         | 62        | 77.8       | 18        | 22.2       |
|              | Teachers              | 172       | 55.6       | 138       | 44.4       |
|              | Parents               | 203       | 63.5       | 117       | 36.5       |
|              | Religious leaders     | 15        | 87.9       | 2         | 12.1       |
|              | Local leaders         | 22        | 78.6       | 6         | 21.4       |

*Source: researcher*

#### **4.2. Distributions of the participation of stakeholders in the implementation of adjustment programmes by their gender.**

In reference to the information presented in Table 4.2 regarding the distribution of participants by their categories in terms of participation in the implementation of adjustment programmes, ministerial officials accounted for (n=4, 67.7%) females (n=2, 32.3%) males. DEOs, (n=2, 66.7%) were males while (n=1, 33.3%) was females. BOGs, (n=62, 90.0%) were males while (n=7, 10.0%) were females. PTAs, (n=54, 85.7%) were males while (n=9, 14.3%) were females. On the other hand, head teachers constituted (n=62, 77.8%) males and (n =18, 22.2%) females. Teachers who constituted the largest proportion of participants had (n=172, 55.6%) males and (n =138, 44.4%) females. Parents constituted (n=203, 63.5%) males and (n=117, 36.5%) females. Religious leaders constituted (n=15, 87.9%) males and (n= 2, 12.1%) females. Lastly, local leaders constituted (n=22, 78.6%) males and (n=6, 21.4%) females.



## **Objective one**

### **4.2.3: Investigation of the participation of stakeholders in the implementation of management and administration adjustments in secondary schools.**

Management and administration form a backbone to the success of any sound institution, especially institutions such as schools which involve varying hierarchies of decision making. If proper management and administration procedures are applied in the institution, the institution inevitably succeeds, but if the institution is poorly managed, the reverse is true. In the context of this study, the 1987 National Education Policy Review Commission recommended a series of management and administration structural adjustments to be implemented both in the Ministry of Education and Sports and at school levels. Regarding the structure of the management and administration, the 1987 National Education Policy Review Commission encouraged participatory management procedures to be applied where all stakeholders are involved at all levels. This study addressed the question to what extent were the parents, religious and local leaders involved in the implementation of adjustment programmes regarding

management and administration. In this respect the researcher looked at the elements of communication, decision-making and motivation.

**Table 4.3: Involvement of ministerial officials in the adjustment programmes regarding management and administration through communication**

| Indicators of involvement by ministerial officials in management and administration   | Agree |         | Not sure |       | Disagree |         |
|---|-------|---------|----------|-------|----------|---------|
|   | Freq  | Percent | Freq     | Perce | Freq     | Percent |
| You completely understand the structural adjustment programmes which were suggested in the Nation Education Policy Review Commission Report of 1989 on the adjustment programmes in secondary schools and later on in the Government White Paper of 1992 and you have been actively involved in sensitizing all stakeholders in their implementation. | 4     | 67.2    | 1        | 16.4  | 1        | 16.4    |
| Whenever a new policy is formulated, you normally communicate to all stakeholders including DEOs, BOGs, PTAs, head teachers and teachers through circulars.   | 3     | 50.0    | 1        | 16.7  | 2        | 33.3    |
| Whenever a new programme is formulated, you normally communicate to all stakeholders including DEOs, BOGs, PTAs, head teachers and teachers through workshops and seminars.   | 5     | 83.3    | 0        | 0.0   | 1        | 16.7    |
| You normally hold sensitization programmes through the mass media to sensitize all the stakeholders (parents) once new programmes formulated and make a follow-up to ensure effective implementation.   | 6     | 100.0   | 0        | 0.0   | 0        | 0.0     |
| You use the mass media for feedback from all interest groups including stakeholders (parents) regarding the implementation of policies and the status of their success.   | 1     | 16.7    | 1        | 16.7  | 4        | 66.7    |
| In your communication to your subordinates, you convey information to any individual who may not directly be under you in hierarchy.  | 3     | 50.0    | 1        | 16.7  | 2        | 33.3    |

*Source: Researcher*

**4.2.1.1: Quantitative findings on stakeholders' (ministerial officials) participation in management and administration through communication:**

In reference to this study and according to the findings presented in Table 4.3 above it was observed that the ministerial officials were much involved in the implementation of adjustment programmes through communication.

**4.2.1.2: Qualitative findings on stakeholders' (ministerial officials) participation in management and administration through communication:**

Communication is very important under the participatory management system because proper communication procedure involves all in the system. A good communication environment creates room for all groups in the system to air out their views and concerns which help management to keep track of the potential problems and work out solutions well in advance.

**Table 4.4: Frequency and percentage distributions of stakeholders (DEOs, BOGs and PTAs) through communication**

|  |                  | DEOs |          | Chairpersons BOGs |           | Chairpersons PTAs |           |
|--|------------------|------|----------|-------------------|-----------|-------------------|-----------|
| Characteristic   | Values           | Freq | Percent  | Freq              | Percent   | Freq              | Percent   |
| <b>Mode of communication of the respondent to other members.</b> | Face-to-face     | 0    | 0.0      | 18                | 27.3      | 17                | 11.8      |
|  | Writing          | 0    | 0.0      | 16                | 22.7      | 14                | 35.3      |
|  | Meetings         | 1    | 33.3     | 16                | 22.7      | 14                | 35.3      |
|  | Phone calls      | 2    | 66.7     | 13                | 18.2      | 12                | 17.6      |
|  | Radio            | 0    | 0.0      | 6                 | 9.1       | 6                 | 0.0       |
|  | <b>Total</b>     |      | <b>3</b> | <b>100.0</b>      | <b>69</b> | <b>100.0</b>      | <b>63</b> |
| <b>Effectiveness of communication</b>                            | Very effective   | 1    | 33.3     | 41                | 60.0      | 36                | 57.1      |
|  | Effective        | 2    | 66.7     | 21                | 30.0      | 27                | 42.9      |
|  | Rarely Effective | 0    | 0.0      | 7                 | 10.0      | 0                 | 0.0       |
|  | Not effective    | 0    | 0.0      | 0                 | 0.0       | 0                 | 0.0       |
|  | <b>Total</b>     |      | <b>3</b> | <b>100.0</b>      | <b>69</b> | <b>100.0</b>      | <b>63</b> |

|  |                |          |              |           |              |           |              |
|--|----------------|----------|--------------|-----------|--------------|-----------|--------------|
| <b>Mode of communication of the respondent from other members + superiors.</b> | Letter writing | 2        | 100.0        | 7         | 10.0         | 9         | 14.3         |
|  | Telephone      | 0        | 0.0          | 21        | 30.0         | 9         | 14.3         |
|  | SMS messages   | 0        | 0.0          | 13        | 20.0         | 27        | 42.8         |
|  | Fax            | 0        | 0.0          | 7         | 10.0         | 0         | 0.0          |
|  | Email          | 0        | 0.0          | 0         | 0.0          | 9         | 14.3         |
|  | Face-to-face   | 0        | 0.0          | 21        | 30.0         | 9         | 14.3         |
|  | Meeting        | 0        | 0.0          | 0         | 0.0          | 0         | 0.0          |
|  | <b>Total</b>   | <b>2</b> | <b>100.0</b> | <b>69</b> | <b>100.0</b> | <b>63</b> | <b>100.0</b> |

*Source: Researcher*

Table 4.4 above shows the mode of communication among the DEOs, BOGs and PTAs. The DEOs were using meetings and phone calls. As regards chairpersons BOGs and PTAs, face-to-face, writing and meetings were the most common forms of communication with other members.

**Table 4.5: Frequency and percentage distributions of head teachers and teachers through communication**

|  |                | Head teachers |              | Teachers   |              |
|--|----------------|---------------|--------------|------------|--------------|
|  |                | Freq.         | Percent      | Freq.      | Percent      |
| <b>Mode of communication of the respondent to other members.</b> | Face-to-Face   | 18            | 21.8         | 147        | 47.5         |
|  | Writing        | 31            | 39.1         | 100        | 32.2         |
|  | Meetings       | 21            | 26.1         | 52         | 16.9         |
|  | Phone calls    | 10            | 13.0         | 11         | 3.4          |
|  | Radio          | 0             | 0.0          | 0          | 0.0          |
|  | <b>Total</b>   | <b>80</b>     | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
|  | Very effective | 36            | 44.4         | 95         | 30.6         |

|   |                  |           |              |            |              |
|---|------------------|-----------|--------------|------------|--------------|
| <b>Effectiveness of communication.</b>  | Effective        | 44        | 55.6         | 215        | 69.4         |
|   | Rarely Effective | 0         | 0.0          | 0          | 0.0          |
|   | Not effective    | 0         | 0.0          | 0          | 0.0          |
|   | <b>Total</b>     | <b>80</b> | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
| <b>Mode of communication of the respondents from other members and superiors.</b> | Letter writing   | 24        | 29.6         | 72         | 23.6         |
|   | Telephone        | 4         | 4.3          | 55         | 17.6         |
|   | SMS messages     | 3         | 4.3          | 0          | 0.0          |
|   | Fax              | 2         | 2.1          | 0          | 0.0          |
|   | Email            | 3         | 4.3          | 0          | 0.0          |
|   | Face-to-face     | 22        | 27.7         | 128        | 41.2         |
|   | Meeting          | 22        | 27.7         | 55         | 17.6         |
|   | <b>Total</b>     | <b>80</b> | <b>100.0</b> | <b>310</b> | <b>100.0</b> |

*Source: Researcher*

#### **4.2.1.3: Quantitative findings on stakeholders' (head teachers and teachers) participation in management and administration through communication:**

Table 4.5 above shows the mode of communication used by head teachers and teachers. They were using face-to-face communication, writing and meetings among themselves.

In a nutshell, stakeholders were generally using face-to-face, writing and meetings as the modes of communication with other members. Tables 4.4 and 4.5 show that there was effective participation.

#### **4.2.1.4: Qualitative findings on stakeholders' participation in management and administration through communication:**

A strong theme which emerged from the respondents' discourse in relation to management and administration through communication was whether the respondents were satisfied with the way they were being communicated to.

The ministerial officials for secondary schools agreed that the mode of communication was effective and explained it as follows: *"the degree of responsiveness or feedback from members was high."* DEO said that *she sits in office and communicates to the head teacher by phone by using a letter for an urgent meeting may delay.*

The chairpersons BOGs and chairpersons PTAs who participated had varying views as regards to whether they were satisfied with the way they were being communicated to and the most common responses were as follows:

## 1. Chairpersons BOGs

*"Yes, we communicate on a colloquial basis but familiar;" "friendly and respectable communication;" "I am supposed to get a report and updates on progress of the school and the whole situation in general periodically which I do;" "it gives me a chance of getting the mode of communication, we discuss and resolve on the issues, I understand him more and devise ways of talking to him;" "we are comfortable, some time is allowed in which to react to some communication;" "different issues call for different forms of communication. I find the three types (letter writing, telephone and face-to-face) very effective, if the issue is sensitive or require a discussion, we always have face to face communication, I urgently telephone or write;" "He notifies me when there are meetings".*

## 2. Chairpersons PTAs

*"I get satisfied as normally the points of discussion are always made clear and I have a chance to answer back and even contribute to them;" "after presenting the written speech, the head teacher explains further for everybody to be on track;" "usually we conclude the matter with clear information delivery;" "no issue has ever failed us to solve as a system;" "yes, he usually makes his communication in time to give us a chance to prepare ourselves;" "he normally shares developmental ideas for the school;" "whenever we discuss school programmes, we reach a compromise and whenever he implements our decisions, we are happy."*

Still on the communication line, the head teachers' views reflect an agreement that communication is effective and they thus said:

*"It is very effective because we have come up with rational decisions and have had a healthy relationship with all stakeholders, quick response to communication made;" "the message communicated does not get distorted and it lasts as long as the reference is there." "I fear to be blamed for anything that matters, I want to communicate whatever happens so as to find what to do to prevent what might happen." "I am capable of delivering information as need arises at any given time." "Verbally we exchange ideas and in writing the communication is made formal." "It is effective because resolutions are made from such communication and are always followed."*



However, one head teacher indicated thus: *“There are some cases when letters and circulars are not received directly, cases of not reading circulars and reports and irregularities in attendance of meetings, are very many and don’t cause alarm.”*

In regard to comfort with communication, one head teacher responded thus; *“I am comfortable because there is free interaction between me and them.” “They respond immediately and positively.” “Through the above channels information can be disseminated to me in time.” “Those who can’t talk to me can be represented by those who easily talk to me.” “I am more comfortable with written communication as there is a document that can be referred to.” “There is nothing secret in school, everything necessary is quickly known.” “Because we have always agreed on issues, there is no time we have had a disagreement.”*

The teaching staff who participated had varying views as regards the way they communicated to their superiors; the most common responses were as follows:

*“I write letters to them but sometimes I talk to them directly or meet them in their offices;” “I communicate politely with my superiors with a lot of respect;” “verbally through a phone call;” “through departmental meetings and school assemblies;” “through periodic reports;” “through social gatherings.”*

On affirming effectiveness of the communication of the teaching staff with their superiors, the following common responses were noted:

*“There is always a chance to talk to them at any time and they listen to me;” “my superiors are approachable in case of any problem;” “the issues or items communicated are discussed and*

*considered/implemented or put into consideration for implementation;” “timely responses are given to raised issues;” “they are approachable and therefore, our meetings rarely fail;” “we open up in every aspect to foster participation;” “at times, they take my word and at times they ignore it;” “because I always get positive responses;” “very effective because they receive it directly from me and respond accordingly;” “I get feedback;” “communication is cordial.”*

Indeed the way stakeholders communicated seems to be satisfying. Although the PTAs are conveniently talked to, the responses indicate that they are not involved in the programmes. On the other hand, some chairpersons were not satisfied with the way they were talked to, though the majority indicated that they were satisfied. The head teachers were satisfied with the way they were talked to. However, some teachers expressed some discontent.

In conclusion, the above oral communication agrees with the contents in Tables 4.3, 4.4 and 4.5 above that to a greater extent, the communication among stakeholders was effective.

**Table 4.6: Frequency and percentage distributions of parents by management and administration through communication**

| <b>Characteristics</b>   | <b>Values</b> | <b>Frequency</b> | <b>Percentage</b> |
|--|---------------|------------------|-------------------|
| <b>How is your relationship with the school administration and management?</b> | Fairly good   | 25               | 7.7               |
|  | Good          | 123              | 38.5              |
|  | Very good     | 172              | 53.8              |
|  | <b>Total</b>  | <b>320</b>       | <b>100</b>        |

*Source: Researcher*

#### **4.2.1.5: Quantitative findings on the participation of stakeholders (parents) in management and administration through communication:**

The responsibility of parents in the whole school setting is vital for the success of the school and their involvement has a major impact on school administration. According to the results of the study findings presented in Table 4.6 above (n=172, 53.8%) parents said that their relationship with the school administration and management was very good, (n=123, 38.5%) parents said that their relationship with the school administration and management was good and the least number of parents (n=25, 7.7 %) said that their relationship was fairly good. This implies that the bigger percentage of the parents participated in management and administration through communication of the schools to which their children go.

#### **4.2.1.6: Qualitative findings on participation of stakeholders (parents) in management and administration through communication:**

To expound on the stakeholders (parents') level of involvement in management and administration of their respective schools, the stakeholders (parents) were asked to explain their relationship with the school administration and from a few samples of responses compiled, the following emerged:

*"We engage in timely meeting schedules with the schools;" "there is a good communication system between parents and the school administrators;" "we normally hold timely meetings with teachers and administrators;" "all stakeholders are involved in communication, including us the parents;" "we feel our relationship is stronger since they allow school fees installments;" "there is good communication with them;" "I also participate in communication;" "I have been trusted for a very long time;" "I communicate with them well;" "transparency is the key to this relationship;" "the environment is good;" "school administration and management involve us in communication;" "caring and accommodative;" "they make consultations with us on local issues;"*

These responses together with the results of quantitative analysis on page 100 clearly show that stakeholders (parents) are involved in management and administration of their respective schools.

**Table 4.7: Frequency and percentage distributions of religious and local leaders through communication**

| <b>Characteristics</b>  | <b>Values</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|---------------|------------------|-------------------|
| <b>Besides being a religious/local leader, are you directly or indirectly related to any school around?</b> | Yes           | 41               | 90.9              |
|   | No            | 4                | 9.1               |
|   | <b>Total</b>  | 45               | <b>100.0</b>      |
|   | Fairly good   | 8                | 18.2              |
| <b>How is your relationship with the school administration and management?</b>                              | Good          | 25               | 54.5              |
|   | Very good     | 12               | 27.3              |
|   | <b>Total</b>  | 45               | <b>100.0</b>      |
|   |               |                  |                   |

**Source: Researcher**

**4.2.1.7: Quantitative findings on the participation of religious and local leaders in management and administration through communication:**

In regard to the relationship between religious and local leaders with school administration (n=25, 54.5%) had good relationship implying that the majority work well with the school administration and (n=12, 27.3%) had a very good relationship with the school administration while (n=8, 18.2%) had a fairly good relationship with the school administration. This is a good indication that; both religious and local leaders had a big role to play in management and administration through communication.

#### **4.2.1.8: Qualitative findings on participation of religious and local leaders through communication:**

The respondents were required to explain their relationship with the school administration and the following responses emerged:

*“I receive information in its fullness from the leaders regarding school administration;” “I am on good terms with the school administrators;” “they normally invite me in case there is an activity at school especially general meetings;” “I was chosen to participate in one of the school PTA committees, so my relationship with the school is good;” “they normally invite me to lead them in prayers on Sundays which has increased our relationship with the school;” “I participate in the issues involving the school and the residents and the head teacher have always supported me in my work as a chairman.”*

The responses given by local and religious leaders indicate as well that the schools were involving the same people in management and administration through communication.

#### **4 .2.2: Participation of the stakeholders in management and administration through decision making:**

Among the recommendations of the 1989 National Education Policy Review Commission Report, was the inclusion of members at all levels in the decision making process especially as regards policy implementation. To understand the process of decision making at all levels, ministerial officials were asked for their opinion on whether the DEOs, chairpersons BOGs, chairpersons PTAs, head teachers and teachers were included in the decision-making process and whether it was participatory.

**Table 4.8: Involvement of stakeholders (ministerial officials) in the adjustment programmes regarding management and administration through decision-making**

| <i>Indicators of involvement by ministerial officials in management an administration</i>   | <i>Agree</i> |         | <i>Not sure</i> |         | <i>Disagree</i> |         |
|---|--------------|---------|-----------------|---------|-----------------|---------|
|   | Freq.        | Percent | Freq.           | Percent | Freq.           | Percent |
| <b>You completely understand the adjustment programmes regarding decision-making, which were suggested in the 1989 National Education Policy Review Commission Report on the adjustment programmes in secondary schools and later on in the Government White Paper of 1992 and you have been actively involved in sensitizing all stakeholders on their implementation.</b> | 5            | 83.3    | 1               | 16.7    | 0               | 0.0     |
| <b>You have a policy on decision-making which involves all the concerned people in the system and normally consult with them before any decision is made.</b>   | 3            | 50.0    | 1               | 16.7    | 2               | 33.3    |
| <b>For issues which are contained In policy, decision is normally taken following the guidelines provided by the policy without consulting anyone in the system.</b>  | 5            | 83.3    | 0               | 0.0     | 1               | 16.7    |
| <b>You normally conduct workshops and seminars to seek the views of all stakeholders (parents) before a new policy is formulated.</b>   | 3            | 50.0    | 2               | 33.3    | 1               | 16.7    |
| <b>You normally carry out talk shows on Radios, TV stations and write articles in papers, seeking views of all interest groups before implementing a new policy.</b>  | 1            | 16.7    | 1               | 16.7    | 4               | 66.7    |

Source: Researcher

**4.2.2.1: Quantitative findings on the participation of stakeholders (ministerial officials) in management and administration through decision-making:**

According to the views of the ministerial officials, it can be observed from Table 4.8 above that those official groups of people were included in the decision-making and therefore the decision-making was participatory.

**Table 4.9: Frequency and percentage distributions of stakeholders (DEOs, BOGs and PTAs) by management and administration through decision-making**

| Characteristics   | Value                       | D.E.Os   |              | Chairpersons BOGs |              | Chairpersons PTAs |              |
|---|-----------------------------|----------|--------------|-------------------|--------------|-------------------|--------------|
|   |                             | Freq     | Percent      | Freq              | Percen       | Freq              | Percent      |
| Do your school/your management include policy on decision-making? | Yes                         | 3        | 100.0        | 62                | 90.0         | 63                | 100.0        |
|   | No                          | 0        | 0.0          | 7                 | 10.0         | 0                 | 0.0          |
|   | <b>Total</b>                | <b>3</b> | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |
| Is it participatory?  | Yes                         | 3        | 100.0        | 41                | 60.0         | 57                | 90.0         |
|   | No                          | 0        | 0.0          | 28                | 40.0         | 6                 | 10.0         |
|   | <b>Total</b>                | <b>3</b> | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |
| Whom does it include?   | Everybody in the school     | 3        | 100.0        | 62                | 90.0         | 63                | 100.0        |
|   | Parents                     | 0        | 0.0          | 7                 | 10.0         | 0                 | 0.0          |
|   | Religious and local leaders | 0        | 0.0          | 0                 | 0.0          | 0                 | 0.0          |
|   | <b>Total</b>                | <b>3</b> | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |

Source: Researcher

**4.2.2.2: Quantitative findings on the participation of stakeholders (DEOs, BOGs, PTAs) in management and administration through decision-making:**

DEOs, BOGs and PTAs, were asked whether they were involved in the decision-making and their rates of involvement, their responses were tabulated in Table 4.9 above as can be observed from the table, the majority of the respondents agreed that they were involved in the decision-making and therefore it was participatory.

**Table 4.10: Frequency and percentage distributions of stakeholders (head teachers and teachers) by management administration through decision-making**

| Characteristics                                     | Value                       | Head teachers |              | Teachers   |              |
|---|-----------------------------|---------------|--------------|------------|--------------|
|   |                             | Freq          | Percent      | Freq       | Percent      |
| Does your school include policy on decision-making? | Yes                         | 80            | 100.0        | 310        | 100.0        |
|   | No                          | 0             | 0.0          | 0          | 0.0          |
|   | <b>Total</b>                | <b>80</b>     | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
| Is it participatory?                                | Yes                         | 80            | 100.0        | 301        | 97.2         |
|   | No                          | 0             | 0.0          | 9          | 2.8          |
|   | <b>Total</b>                | <b>80</b>     | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
| Whom does it include?                               | Everybody in the school     | 69            | 85.7         | 292        | 94.4         |
|   | Parents                     | 11            | 14.3         | 9          | 2.8          |
|   | Religious and local leaders | 0             | 0.0          | 9          | 2.8          |



|  |              |           |              |            |              |
|--|--------------|-----------|--------------|------------|--------------|
|  | <b>Total</b> | <b>80</b> | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
|--|--------------|-----------|--------------|------------|--------------|

*Source: Researcher*

**4.2.2.3: Quantitative findings on the participation of stakeholders (head teachers and teachers) in management and administration through decision-making:**

Also, head teachers and teachers were asked whether they were involved in the decision-making and their rates of involvement. Their responses were tabulated in Table 4.10 above. It was observed from the same table that the majority of the respondents agreed that they were involved in the decision-making and therefore it was participatory.

**4.2.2.4: Qualitative findings on stakeholders' (head teacher and teachers) participation in management and administration through decision-making:**

Stakeholders in this study were asked to explain their understanding of how the decision-making policy worked and who it exactly involved. Different other publics had varying views as summarized below:

The ministerial officials explained that; *“it involves people depending on the matter” and it involves “DEOs, head teachers, teachers, religious and local leaders depending on the nature of business being discussed.”*

The DEOs explained the issue of decision-making as follows: *“we share views with subordinates, share ideas and sometimes it may involve other people apart from those who are not directly involved in administration.”*

The explanation by chairpersons BOG and PTA in their respective order portrayed the fact that the decision-making process involved everyone including stakeholders, parents, even religious and local leaders and that the process of arriving at a decision was unanimous. This could be depicted from the responses given in the questionnaire.

The chairpersons BOGs thus explained:

*“After putting in place a policy, the Board of Governors has to approve and there after the teachers implement” and that it involves “stakeholders in charge, parents, students, teachers and local leaders;” “we base on policies in place to make decisions which are binding and where we are not sure, we consult stakeholders and the people in the system of say school administration.”*

While the chairpersons PTAs explained thus:

*“Decision is made when the members are ¾ and more and that the parents are directly concerned;” “through staff meetings, board meetings and PTA meetings and that it involve students, parents, teachers, community and that the board members make decisions in meetings;” “we base on policies to make decisions which are binding;” “and this involves stakeholders and the people in the system say school administrators;” “through consultations on how the policy works and through checking with B.O.G guidelines to avoid conflict of roles and that involves the whole spectrum through general meetings;*

*committee coordinating with parents and the DEOs and CAOs;” “committees headed by heads of departments hear issues and make necessary recommendations to the head teachers from where decision is reached by the school management committee headed by the head teacher” and that it involves all stakeholders including students.”*

Head teachers agreed that their school management policy included decision-making, here below is how it works: *“Consultative meetings conducted, matters discussed, decisions made and implemented at each administrative unit in the school.” “Stakeholders share responsibility at their different levels and take the responsibility of planning and implementing the programme.” “Different management organs are tasked to make certain decisions, BOGs and their executive committees are concerned with policy decisions the executive committee comes up with decisions that are certified by BOGs. On the other hand PTA is concerned with welfare and their decisions are made by executives and verified by Annual General Meeting (AGM). Teaching staff makes decisions that are certified in their meetings. All decisions reached are implemented.” “It is effective and in fact gives me room to decide the destiny of the school.” “Through passing the budget they authorize expenditure and decision concerning day to day running of the school.”*

Some head teachers agree that school management has other modes of decision-making, they argue that; *“the parents and Ministry of Education and Sports set and send policies to schools.” “Other modes of decision-making are based on circulars and policy guidelines from the Ministry, these acts as directives to base on decisions.” Local government policy statement and association of head teachers’ deliberation guide decision-making process, through head of department meetings.”*

When the head teachers were asked if involvement of school members affects decision-making, they responded as follows: *"Members of the school community own the decision and work hard to ensure it works."* *"Involving school members encourages participatory and persuasive leadership, this helps to build a team."* *"Decisions reached are owned up and implementation is made easier."* *"Because many heads are better than one, therefore a decision made by many is better than that made by one."* *"When everyone gets involved it builds a feeling of confidence."* *"This promotes democracy in the institution and allows for implementation."* *"People bring different ideas and ideologies, thus contributing differently to my administration."*

A good management and administration structure can be evaluated by its decision-making process. One of the recommendations made in the Government White Paper of 1992 was including stakeholders at all levels in decision-making. The participating teaching staff was asked how decision making by the school management worked and the common responses were as follows:

*"Departments meet and decide and the outcome communicated to the stakeholders;"* *"decisions are taken by the higher authorities and passed to the rest for consideration;"* *"many issues are always brought to the staffroom and we agree upon them together;"* *"whenever there is a decision to make concerning my department, I am approached and it is also made in the staff meeting."* *"Some of the staff members are included on PTA and BOG committees;"* *"there are board meetings to handle different issues."*

The respondents who agreed that the decision-making process was participatory; had various responses on who constituted the process:

*“All the departments make decisions, which are then put together to become a working document implying that everybody is involved;” “an individual follows the democratically made decision even when he/she is not contented;” “decisions are finally considered after consulting everybody in the system;” “stakeholders are consulted on key issues before a decision is reached;” “it involves the staff, administration, parents and members of the board;” “the decision always depends upon the needs within the school.”*

On how the mentioned modes of decision-making work, the respondents gave the following common responses:

*“They meet and discuss as members of the committee;” “they meet and make resolutions;” “they organize meetings, make decisions and forward them to the administration for implementation;” “they call adhoc meetings with the parties concerned;” “send circulars with directives to be followed by management;” “take disciplinary action on any bad behaviors and appraise performance;” “formation of school rules and regulations.”*

Views on whether involving teachers in decision-making can add effectiveness to their superiors were sought. The common responses were recorded as below:

*“Teachers are implementers of decisions and they have accurate information on ground and therefore involving them implies basing on facts and correct decision making;” “involving teachers adds value because it is the teachers that develop the school through effective service in the school;” “teachers always work hard to see that the issues decided on work out successfully;” “teachers also have brilliant ideas;”*

*“teachers have direct contact with the students and their observations and recommendations can help in the smooth running of the school;” “encourages team spirit and promotes a sense of belonging;”; “because they are implementers of the decisions made.”*

Therefore in conclusion, the DEOs, BOGs, PTAs, head teachers, teachers, parents, religious and local leaders, all agree that they were involved in the decision-making which implies that the decision-making process is participatory. This qualitative analysis agrees with the quantitative analysis shown in Table 4.10 above.

**Table 4.11: Frequency and percentage distributions of parents by management and administration through decision-making**

| Characteristics  | Value        | Frequency  | Percentage |
|--|--------------|------------|------------|
| <b>Are you invited to attend school meetings in your capacity as a parent?</b> | Yes          | 320        | 100        |
|  | No           | 0          | 0          |
|  | <b>Total</b> | <b>320</b> | <b>100</b> |
| <b>How much are you involved in the implementation of school reforms?</b>      | Not at all   | 24         | 7.6        |
|  | Fairly much  | 148        | 46.2       |
|  | Much         | 148        | 46.2       |
|  | <b>Total</b> | <b>320</b> | <b>100</b> |

*Source: Researcher*

#### **4.2.2.5: Quantitative findings on parents' participation in management and administration through decision-making:**

In regard to school decision-making in table 4.11 above (n=148, 46.2%) parents said that they were very much involved in decision-making and a similar (n=148, 46.2%) parents said that they were much involved while (n=24, 7.6%) parents said that they were not involved at all. Considering the statistics stated above on the whole of the 320 parents interviewed since 296 said that they were involved in decision-making, implies that over 90% of parents were involved in decision-making.

#### **4.2.2.6: Qualitative findings on parents' participation in management and administration through decision-making:**

The parents were required to explain the structure of decision-making in their respective schools and their roles in the process of decision making and they explained thus: *"To the best of my knowledge, the school departments are assigned tasks and come up with solutions;" "many things are always brought to the staff for discussion and a unanimous decision is taken which has proved to be effective and successful;" "the process of decision making includes different board meetings and committees to handle different problems and parents are just notified in general meeting;" "enforcing proper administration in line with school rules and regulations;" "go through hierarchy of offices until a common stand is reached;" "every one is consulted in decision-making."*

In respect of the parents' views regarding the process of decision-making, it is observed that they were partly involved in the management and administration of their respective schools.

Here, as regards school decision-making, there is an indication that religious and local leaders were involved in the decision-making as shown in table 4.12 above. (n=33, 72.7%) are invited to school meetings as opposed to (n=12, 27.3%) who said that they were not invited to school meetings. Furthermore, of those invited (n=20, 44.4%) said they were not much involved in decision-making, while (n=20, 44.4) said they were fairly involved while (n=5, 11.1%) were much involved. In conclusion when you add the percentage of 44.4% of those who were fairly much involved and 11.2% of those who were much involved, the results indicate that the majority were involved in the decision- making.

**Table 4.12: Frequency and percentage distributions of religious and local leaders by management and administration through decision-making**

| Characteristics                                       | Value        | Frequency | Percentage   |
|---|--------------|-----------|--------------|
| Are you invited to attend school meetings?            | Yes          | 33        | 72.7         |
|   | No           | 12        | 27.3         |
|   | <b>Total</b> | <b>45</b> | <b>100.0</b> |
| If yes, how much are you involved in decision making? | Not much     | 20        | 44.4         |
|   | Fairy much   | 20        | 44.4         |
|   | Much         | 5         | 11.2         |
|   | <b>Total</b> | <b>45</b> | <b>100.0</b> |
|   |              |           |              |

*Source: Researcher*

**4.2.2.7: Quantitative findings on religious and local leaders' participation in management and administration through decision-making:**



**4.2.3: Participation of stakeholders (ministerial officials) in management and administration through motivation:**

Motivation is a very important aspect in management and administration, the job of a manager in the workplace is to get things done through employees. To do this, the manager should be able to motivate employees. In this study specifically, emphasis was placed on the existence of a policy on motivation and whether the motivation program benefited the members of staff.

**Table 4.13: Involvement of stakeholders (ministerial officials) in the implementation of adjustment programmes regarding management and administration through motivation**

| Indicators of involvement by ministerial officials in management and administration  | Agree |        | Not sure |         | Disagree |         |
|--|-------|--------|----------|---------|----------|---------|
|  | Freq. | Percen | Freq     | Percent | Freq     | Percent |
| You completely understand the adjustment programmes regarding motivation, which were suggested in the National Education Policy Review Commission Report of 1989 and in the 1992 Government White Paper on adjustment programmes in schools and you have been engaged in | 6     | 100.0  | 0        | 0.0     | 0        | 0.0     |
| You normally involve all stakeholders in all issues concerning them especially their welfare as a way to motivate them.  | 4     | 66.7   | 2        | 33.3    | 0        | 0.0     |
| You recognize the efforts of individuals or schools who/which excel in the implementation of new programmes as a way of motivating them  | 3     | 50.0   | 2        | 33.3    | 1        | 16.7    |
| You have a policy on motivation of all employees in the ministry as well as stakeholders.  | 4     | 83.3   | 1        | 16.7    | 1        | 16.7    |

*Source: Researcher*

**4.2.3.1: Quantitative findings on the participation of stakeholders (ministerial officials) in the implementation of adjustment programmes regarding management and administration through motivation:**

According to the results of the study findings presented in Table 4.13 above, the ministerial officials were involved in management and administration by way of motivation.

**Table 4.14: Frequency and percentage distributions of stakeholders (DEOs, chairpersons BOGs and chairpersons PTAs) by management and administration through motivation**

|   |              | District Education Officers (DEOs) |              | Chairpersons BOGs |              | Chairpersons PTAs |              |
|---|--------------|------------------------------------|--------------|-------------------|--------------|-------------------|--------------|
| Characteristics   | Value        | Freq                               | Percent      | Freq              | Percent      | Freq              | Percent      |
| Does your school have a policy on motivation?   | Yes          | 3                                  | 100.0        | 69                | 100.0        | 54                | 85.7         |
|   | No           | 0                                  | 0.0          | 0                 | 0.0          | 9                 | 14.3         |
|   | <b>Total</b> | <b>3</b>                           | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |
| How much has your motivation programme contributed to the effectiveness of your head teachers and other members of staff? | Very much    | 0                                  | 0.0          | 14                | 20.0         | 45                | 71.4         |
|   | Much         | 1                                  | 40.0         | 27                | 40.0         | 0                 | 0.0          |
|   | Moderate     | 2                                  | 60.0         | 14                | 20.0         | 9                 | 14.3         |
|   | Not Much     | 0                                  | 0.0          | 7                 | 10.0         | 9                 | 14.3         |
|   | Not very     | 0                                  | 0.0          | 7                 | 10.0         | 0                 | 0.0          |
|   | <b>Total</b> | <b>3</b>                           | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |

*Source: Researcher*

**4.2.3.2: Quantitative findings on the participation of stakeholders (DEOs, chairperson BOGs and chairpersons PTAs) in management and administration through motivation:**

Table 4.14 above indicates that the DEO, chairpersons BOGs and chairpersons PTAs, who were asked, had the largest proportion of them agreeing that their schools had policies on motivation.

From the same table, it was derived that according to the chairpersons BOGs, the motivation had to a large extent contributed to the effectiveness of their head teachers and other members of staff.

This point of view was the same in regard to the responses from the chairpersons PTAs.

**Table 4.15: Frequency and percentage distributions of stakeholders (head teachers and teachers) by management and administration through motivation**

| Characteristics  | Value        | Head teachers |              | Teachers   |              |
|--|--------------|---------------|--------------|------------|--------------|
|  |              | Freq          | Percent      | Freq       | Percent      |
| Do you think involving school members in decision making motivates them?                         | Yes          | 69            | 85.7         | 310        | 100.0        |
|  | No           | 11            | 14.3         | 0          | 0.0          |
|  | <b>Total</b> | <b>80</b>     | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
| How much has your motivation programmes contributed to the effectiveness of your administration? | Very much    | 58            | 71.4         | 62         | 20.0         |
|  | Much         | 0             | 0.0          | 124        | 40.0         |
|  | Moderate     | 11            | 14.3         | 62         | 20.0         |
|  | Not much     | 11            | 14.3         | 31         | 10.0         |
|  | Not very     | 0             | 0.0          | 31         | 10.0         |
|  | <b>Total</b> | <b>80</b>     | <b>100.0</b> | <b>310</b> | <b>100.0</b> |

*Source: Researcher*

**4.2.3.3: Quantitative findings on the participation of stakeholders (head teachers and teachers) in management and administration through motivation:**

As regards Table 4.15 above it was noted that the largest proportion of the respondents who included head teachers and teachers thought that involving school members in decision-making could add value to the effectiveness of their leadership. When inquired about how much the motivation programme had contributed to the effectiveness of their school management, the information presented under Table 4.15

above relates to the head teachers' opinion on whether they thought their subordinates could be more effective at work when they direct and command them to do so, than when they simply ask them to. It is remarked that more than three quarters (88.9%) of the respondents were in agreement with the statement. Only respondents, who represented 11.1% of them didn't think that their subordinates could be more effective.

#### **4.2.3.4: Qualitative findings on stakeholders' participation in management and administration through motivation:**

Motivation is a very important aspect in any organizational setting. Every process taken on by administration should motivate subordinates for effective service delivery. All the key stakeholders were asked to express their views on how motivation policy was being conducted in their respective schools.

The ministerial officials explained thus: *"Resources are too limited to support tangible motivation; however, intensive motivation is being carried out."*

The chairpersons BOGs were asked how they were handling the interests of the head teachers and other members of staff and they explained thus: *"we use the policy on motivation to handle the interests of the head teachers and other members of staff. This is usually done in PTA executive meetings;" "encourage each staff member to work within his/her stipulated responsibilities with the utmost respect for one another;" "it builds a sense of ownership and belonging to the institution am involved in."*

The chairpersons PTAs were asked how they were handling the interests of the head teachers and other members of staff and they explained thus: *"Through PTA general meetings and executive committee and*

*finally through BOGs;" "in most cases the requests and suggestions presented to us (PTA) are always honored;" "all the stakeholders are involved in the motivation."*

Head teachers as the resident heads of schools are often looked up to by teachers as either motivators or non motivators even though it is not entirely their decision. 60% of the head teachers agreed that motivation had led to effectiveness of the school management. They said as follows:

*"The programme enables teachers to have decent accommodation with power and water." "They are near the students and are ready to give a hand where needed." "The teachers are assured of a good decent meal and at least a good life." "Small things do great things in motivation." "Just a good meal motivates staff to show them that you follow their ideas too." "Motivation has helped my teachers to work with minimal supervision." "Appreciation attained thereby members perform appropriately along the set expectation"*

*"It has made me to be an effective teacher both at school and outside;" "it has motivated me because it implies discipline in the school;" "it has encouraged me to work hard in the areas allocated to me and it has also made me to feel honored, respected and loved in my place of work;" "I have been motivated only that the process takes long."*

The responses indicate that almost all school management committees had a motivation system in place. The majority of the staff appreciated the system in place saying that it encouraged them to work harder.

To most workers, being requested to do something by a superior is polite while being directed sounds so authoritative but each worker would have his/her preference depending on his/her attitude.

The researcher captured responses from the teaching staff on what they preferred while performing their duties. Below were the common responses:

*“Directing helps get rid of any reluctance;” “a request is a polite way of directing me;” “a request increases a sense of cohesion to the system;” “when I am requested, I feel a sense of belonging and I will willingly carry out the request without emotional instability;” “once requested, it is a sign of respect but an order demoralizes someone;” “I already know my duties so I don’t have to be directed, besides a request is not as rude as a directive.”*

Too many respondents, ordering them to do any task meant disrespecting them; however, a small number agreed that they had no problem with orders saying that it avoids any reluctance. This however, depends on peoples’ attitudes.

The responses of the teaching staff about the kind of motivation they expected from their superiors varied.

The following common responses were noted:

*“Any kind of motivation is welcome-wages or allowances;” “I may expect a small allowance of being a class teacher or being on duty;” “verbal and material motivation;” “good cordial working relationship.”*

Because motivation plays an integral part in effective service delivery, many organizations have taken it up though it is differently done. In schools, this practice has also taken root.

The respondents were asked on how their superiors' motivation programme had contributed to the effectiveness of their work. Below is a sample of the responses:

*“The initiative to motivate me proves a fact that my input is valued which helps me to even better my performance;” “by providing a conducive environment for professional development;” “with or without motivation, I can perform because I have personal goals to achieve;” “it has made me concentrate on my work;” “both moral, emotional and financial motivation are necessary if one is to work well and financial motivation is good because I work for survival;” “ motivation brings self driven responsibility, team work and cooperation among staff;” “my personal expectations have not been met because a lot is still desired in terms of rewards.”*

There are many ways how workers can be motivated or rewarded. Some are motivated by tangible rewards like money among others. Of the two types of rewards (moral, tangible rewards or both), the respondents were asked to single out a reward they would prefer and explain how it could be supportive to the effectiveness of their work. Below are the singled out responses:

*“Moral motivation rewards the spirit, tangible rewards the physical effort and yet work done takes both the spirit and effort;” “moral and tangible rewards are more supportive because they go hand in hand;” “they are inseparable;” “different tasks accomplished require different rewards;” “both of them stimulate*

*hard work among the members;" "gives more support and help to solve my personal problems;" "commitment to serve can be enough to make me work even without tangible reward;" by moral reward, it shows that you care about me and a tangible reward shows that you value my time and it enhances continuity;" "moral and tangible rewards promote self esteem;" "both motivate me."*

Therefore in conclusion, the ministerial officials, DEOs, BOGs, PTAs, head teachers and teachers all agreed that they were involved in the motivation process. The qualitative analysis agreed with the quantitative analysis shown in Tables 4.13, 4.14 and 4.15.



## Objective two

### 4.3: Examination of the participation of stakeholders in the implementation of curriculum adjustments in secondary schools.

Curriculum requires technical personnel for its development however, the involvement of all groups of interest namely, ministerial officials, DEOs, BOGs, PTAs, head teachers, teachers, parents, religious and local leaders in the process goes a long way in addressing certain aspects which would otherwise be left out. Furthermore, involvement of interest groups helps to develop a curriculum which is most likely to be relevant to the situation prevailing among the interest groups or the targeted parents, (Oliver, 1984).

**Table 4.16: Involvement of stakeholders (ministerial officials) in the adjustment programmes regarding curriculum development**

| Indicators of involvement by ministerial officials in curriculum development.   | Agree |         | Not sure |         | Disagree |         |
|---|-------|---------|----------|---------|----------|---------|
|   | Freq  | Percent | Freq     | Percent | Freq     | Percent |
| You completely understand the adjustment programmes regarding curriculum development.   | 6     | 100.0   | 0        | 0.0     | 0        | 0.0     |
| You normally conduct workshops and seminars to seek the views of stakeholders regarding curriculum development.               | 5     | 83.3    | 1        | 16.7    | 0        | 0.0     |
| The National Curriculum Development Centre (NCDC) works with the stakeholders (parents) regarding curriculum development.     | 2     | 33.3    | 3        | 50.0    | 1        | 16.7    |
| The current curriculum for secondary schools is the most appropriate since it caters for the needs of stakeholders (parents). | 5     | 83.3    | 0        | 0.0     | 1        | 16.7    |

*Source: Researcher*

**4.3.1.1: Quantitative findings on the participation of stakeholders (ministerial officials) in curriculum development:**

In this study, focus was centered on whether the ministerial officials had a policy on curriculum development. In reference to the study results presented in Table 4.16 above, responses from the ministerial officials showed that the ministerial officials were involved and at the same time involving other groups in the system towards the implementation of adjustment programmes through curriculum development.

**Table 4.17: Frequency and percentage distributions of stakeholders (DEOs, BOGs and PTAs) by curriculum development**

|  |                             | DEOs         |              | Chairpersons<br>BOGs |              | Chairpersons<br>PTAs |              |
|--|-----------------------------|--------------|--------------|----------------------|--------------|----------------------|--------------|
| Characteristics  | Value                       | Freq         | Percent      | Freq                 | Percent      | Freq                 | Percent      |
| <b>Does your school have a policy on curriculum development?</b> | Yes                         | 3            | 100.0        | 62                   | 90.0         | 63                   | 100.0        |
|  | No                          | 0            | 0.0          | 7                    | 10.0         | 0                    | 0.0          |
|  | Not sure                    | 0            | 0.0          | 0                    | 0.0          | 0                    | 0.0          |
|  | <b>Total</b>                | <b>3</b>     | <b>100.0</b> | <b>69</b>            | <b>100.0</b> | <b>63</b>            | <b>100.0</b> |
| <b>Whom does it include?</b>                                     | Ministerial officials       | 3            | 100.0        | 28                   | 40.0         | 25                   | 39.7         |
|  | DEOs                        | 0            | 0.0          | 11                   | 15.9         | 12                   | 19.0         |
|  | BOGs                        | 0            | 0.0          | 6                    | 8.7          | 6                    | 9.6          |
|  | PTAs                        | 0            | 0.0          | 0                    | 0.0          | 0                    | 0.0          |
|  | Head teachers               | 0            | 0.0          | 13                   | 18.8         | 12                   | 19.0         |
|  | Teachers                    | 0            | 0.0          | 11                   | 15.9         | 8                    | 12.7         |
|  | Parents                     | 0            | 0.0          | 0                    | 0.0          | 0                    | 0.0          |
|  | Religious and local leaders | 0            | 0.0          | 0                    | 0.0          | 0                    | 0.0          |
| <b>Total</b>   | <b>3</b>                    | <b>100.0</b> | <b>69</b>    | <b>100.0</b>         | <b>63</b>    | <b>100.0</b>         |              |

*Source: Researcher*

**4.3.1.2: Quantitative findings on the participation of stakeholders (DEOs, chairpersons BOGs and chairpersons PTAs) in curriculum development:**

According to Table 4.17 above, it is observed that DEOs, chairpersons BOGs and chairpersons PTAs had similar responses in regard to the existence of a programme on curriculum development. The largest proportion of them agreed that schools had a programme on curriculum development and they maintained that the programme involved some categories of stakeholders in the system. This implies that the adjustment programme through curriculum development was involving some groups of stakeholders in the system.

**4.2.3.4: Qualitative findings on stakeholders' (ministerial officials) DEOs, BOGs, PTAs, head teachers and teachers' participation in curriculum development:**

Ministerial officials explained that there was a programme regarding curriculum development and efforts were made to make stakeholders to be involved in the implementation of curriculum development.

In view of the above assertion by the ministerial officials, the researcher interviewed the stakeholders below the ministerial officials namely: DEOs, chairpersons BOGs, chairpersons PTAs, head teachers and teachers.

The above people presented their views. Firstly, the DEOs explained as follows: *"We are revising the curriculum; it's the ongoing programmes e.g. compulsory science subjects in secondary schools etc."* *"There*

is a programme on curriculum;” “we are always represented in curriculum design.” Although the DEOs were informed by the Curriculum Development Centre about the activities regarding curriculum development, their explanations indicated that they were not fully involved in the curriculum development of schools.

On the other hand, the chairpersons BOGs and PTAs explained the policy of curriculum development and how it worked as follows: “There are programmes like co-curricular activities and that they support the programmes financially.” “Others explained that the curriculum development is done by the National Curriculum Development Centre (NCD);” “others said that they follow a policy to allocate the work to be done.”

**Table 4.18: Frequency and percentage distributions of stakeholders (head teachers and teachers) by curriculum development**

|   |                            | Head teachers |              | Teachers     |              |
|---|----------------------------|---------------|--------------|--------------|--------------|
| Characteristics   | Value                      | Freq          | Percentage   | Freq         | Percentage   |
| Does your school have a policy on curriculum development? | Yes                        | 55            | 68.6         | 310          | 100.0        |
|   | No                         | 23            | 28.6         | 0            | 0.0          |
|   | Not sure                   | 2             | 2.8          | 0            | 0.0          |
|   | <b>Total</b>               | <b>80</b>     | <b>100.0</b> | <b>310</b>   | <b>100.0</b> |
| Whom does it include?                                     | Ministerial officials      | 28            | 35.0         | 113          | 36.7         |
|   | DEOs                       | 19            | 23.8         | 72           | 23.3         |
|   | BOGs                       | 1             | 1.3          | 9            | 2.2          |
|   | PTAs                       | 2             | 2.5          | 6            | 2.0          |
|   | Head teachers              | 16            | 20.0         | 63           | 20.4         |
|   | Teachers                   | 13            | 16.3         | 42           | 13.7         |
|   | Parents                    | 1             | 1.3          | 5            | 1.7          |
|   | Religious and local leader | 0             | 0.0          | 0            | 0.0          |
| <b>Total</b>  | <b>80</b>                  | <b>100.0</b>  | <b>310</b>   | <b>100.0</b> |              |

Source: Researcher

#### **4.3.1.2: Quantitative findings on the participation of stakeholders (head teachers and teachers) in curriculum development:**

According to the findings presented in Table 4.18 above it is observed that head teachers and teachers agreed that their schools had a programme on curriculum development and that it was involving everyone in the system.

*“Departments are tasked with designing concerns of their specialty and then the different departments combine their products into one;” “by participating in a number of activities like sports, drama, seminars and workshops;” “it follows what the Ministry of Education and Sports (MOES) has come out with through the National Curriculum Development Centre;” “there are subjects considered compulsory and optional;” “The Ministry of Education and Sports has an academic committee.”*

According to the majority of the respondents, the process of curriculum development is participatory apart from a few instances where some respondents said that they followed what the Ministry of Education and Sports did. The process involved stakeholders ranging from head teachers, teachers, and heads of department to school committees among others. This is very important because the curriculum is tailored for all these stakeholders including students and so their input is very vital.

On how curriculum development implementation was assessed, different schools had different modes of assessment. Below were the common responses:

*“Through heads of departments’ monthly reports, both internally and externally, basing on the set goals;” “academic assessment through tests and exams plus competitions in sports;” “through directors of studies;” “it is assessed by the committee of the board;” “through regular supervision by concerned parties.”*

All the respondents who agreed that their schools had curriculum development policies reported the presence of different modes of assessing the policies though most of them were not efficient.

A balanced curriculum is an important aspect in a child’s life. In regard to whether the school has a policy on curriculum development 68.8% agreed that their schools had a policy. 53.8% agreed that the policy involved stakeholders with expertise in the school and 46.2% said it involved a few stakeholders. Furthermore 86.2 % agreed that it was a balanced curriculum, the head teachers responded: *“the curriculum policy entails incorporation of academics, skills and values;” “the subjects offered provide holistic development;” “the schools had designed a curriculum which is in line with the National Curriculum;” “the stakeholders are involved in designing the implementation process.”*

*However, some head teachers said that they did not have a curriculum. They responded that; “the school implements the curriculum as required by NCDC;” “the school forwards comments about the curriculum to the ministry.”*

The head teachers were further asked whether the curriculum was balanced and they responded as follows; *“the school has put in place a number of programmes besides academic ones like drama, debate ,sports and club activities;” “mental, spiritual, physical and intellectual dimensions are involved;” “both curriculum, co-curriculum and moral development aspects are encouraged and promoted .”*

Therefore in conclusion the ministerial officials, DEOs, head teachers and teachers, agreed that they were involved in curriculum development which implies that the curriculum development process was participatory for experts. The quantitative analysis agreed with the qualitative analysis shown in Tables 4.16, 4.17 and 4.18.

## Objective three

### 4.4: Assessment of the participation of stakeholders in the implementation of evaluation method adjustments in secondary schools.

Evaluation methods are very important tools for making judgment on the efficiency of the different activities carried out in schools and the nature of its impact. A good evaluation method allows for improvement in the education or teaching structure, (McDonald, 1971).

**Table 4.19: Involvement of stakeholders (ministerial officials) in adjustment programmes regarding evaluation methods**

|  |       |          |          |
|--|-------|----------|----------|
|  | Agree | Not sure | Disagree |
|--|-------|----------|----------|



| Indicators of the involvement by ministerial officials in evaluation methods  | Freq | Percent | Freq | Percent | Freq | Percent |
|---|------|---------|------|---------|------|---------|
| You completely understand the adjustment programmes regarding evaluation methods, which were suggested in the National Education Policy Review Commission Report of 1989 and in the 1992 Government White Paper in Uganda's secondary schools sector. | 6    | 100.0   | 0    | 0.0     | 0    | 0.0     |
| You have worked with all stakeholders to ensure the implementation of evaluation.   | 0    | 0.0     | 1    | 16.7    | 5    | 83.3    |
| You have held workshops and seminars to seek views of all stakeholders regarding the implementation of evaluation.  | 2    | 33.3    | 3    | 50.0    | 1    | 16.7    |
| You have held workshops and seminars to seek the views of stakeholders on summative evaluation.   | 3    | 50.0    | 1    | 16.7    | 2    | 33.3    |

Source: Researcher

#### 4.4.1.1: Quantitative findings on the participation of stakeholders (ministerial officials) in evaluation methods:

The results of the findings presented in Table 4.19 above indicated that the ministerial officials were involved during the implementation of adjustment programmes regarding evaluation methods.

**Table 4.20: Frequency and percentage distributions of stakeholders (DEOs, chairpersons BOGs and chairpersons PTAs) by evaluation methods**

|   |                       | DEOs     |              | Chairpersons BOGs |              | Chairpersons PTAs |              |
|---|-----------------------|----------|--------------|-------------------|--------------|-------------------|--------------|
| Characteristics                               | Value                 | Freq     | Percent      | Freq              | Percent      | Freq              | Percent      |
| Does your school have a policy on evaluation? | Yes                   | 3        | 100.0        | 62                | 90.0         | 63                | 100.0        |
|   | No                    | 0        | 0.0          | 7                 | 10.0         | 0                 | 0.0          |
|   | <b>Total</b>          | <b>3</b> | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |
| If yes, who is involved?                      | Ministerial officials | 2        | 75.0         | 23                | 33.3         | 16                | 25.4         |
|   | DEOs                  | 1        | 25.0         | 19                | 27.5         | 15                | 23.8         |
|   | BOGs                  | 0        | 0.0          | 1                 | 1.4          | 3                 | 4.8          |
|   | PTAs                  | 0        | 0.0          | 2                 | 3.1          | 2                 | 3.2          |

|  |                             |          |              |           |              |           |              |
|--|-----------------------------|----------|--------------|-----------|--------------|-----------|--------------|
|  | Head teachers               | 0        | 0.0          | 13        | 18.8         | 13        | 20.5         |
|  | Teachers                    | 0        | 0.0          | 10        | 14.5         | 11        | 17.5         |
|  | <b>Parents</b>              | 0        | 0.0          | 1         | 1.4          | 2         | 3.2          |
|  | Religious and local leaders | 0        | 0.0          | 0         | 0.0          | 1         | 1.6          |
|  | <b>Total</b>                | <b>3</b> | <b>100.0</b> | <b>69</b> | <b>100.0</b> | <b>63</b> | <b>100.0</b> |

Source: Researcher

#### 4.4.1.2: Quantitative findings on the participation of stakeholders (DEOs, chairpersons BOGs and chairpersons PTAs) in evaluation methods:

In reference to this study and according to the findings presented in Table 4.20 above, DEOs, chairpersons BOGs and chairpersons PTAs agreed that they had a policy on evaluation except chairpersons BOGs (n=7, 10%) who said that they did not have a policy on evaluation. To further understand evaluation methods the researcher focused on involvement, which emphasized inclusion of different categories of stakeholders. Ministerial officials (n=2, 75.0%) said stakeholders were involved. The chairpersons BOGs (n=23, 33.3%) said all stakeholders were involved while (n=26, 37.5%) said only stakeholders were involved. Chairpersons PTAs (n=16, 25.4%) said only some stakeholders were involved.

**Table 4.21: Frequency and percentage distributions of stakeholders (head teachers and teachers) by evaluation methods**

|   |                       | Head teachers |              | Teachers   |              |
|---|-----------------------|---------------|--------------|------------|--------------|
| Characteristics   | Value                 | Freq          | Percent      | Freq       | Percent      |
| Does your school have a policy on evaluation (Examination)? | Yes                   | 80            | 100.0        | 310        | 100.0        |
|   | No                    | 0             | 0.0          | 0          | 0.0          |
|   | <b>Total</b>          | <b>80</b>     | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
| If yes, who is involved?                                    | Ministerial officials | 17            | 21.3         | 99         | 31.9         |
|   | DEOs                  | 15            | 18.8         | 65         | 21.0         |
|   | BOGs                  | 5             | 6.3          | 26         | 8.4          |

|                                    |                             |           |              |            |              |
|------------------------------------|-----------------------------|-----------|--------------|------------|--------------|
|                                    | PTAs                        | 1         | 1.3          | 6          | 1.9          |
|                                    | Head teachers               | 18        | 22.5         | 66         | 21.3         |
|                                    | Teachers                    | 19        | 23.8         | 36         | 11.6         |
|                                    | Parents                     | 2         | 2.5          | 8          | 2.6          |
|                                    | Religious and local leaders | 3         | 3.8          | 4          | 1.3          |
|                                    | <b>Total</b>                | <b>80</b> | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
| <b>How much are they involved?</b> | Very Much                   | 20        | 25           | 226        | 73.0         |
|                                    | Much                        | 13        | 16.7         | 72         | 23.0         |
|                                    | Moderate                    | 40        | 50           | 12         | 4.0          |
|                                    | Not at all                  | 7         | 8.3          | 0          | 0.0          |
|                                    | <b>Total</b>                | <b>80</b> | <b>100</b>   | <b>310</b> | <b>100.0</b> |

*Source: Researcher*

#### 4.4.1.3: Quantitative findings on the participation of stakeholders (head teachers and teachers) in evaluation methods:

According to Table 4.21 above, the results indicate that the schools had a policy on evaluation methods but their implementation was involved in by specific stakeholders. The table shows that ministerial officials, DEOs, head teachers and teachers were involved in the evaluation methods.

**Table 4.22: Frequency and percentage distributions of parents by evaluation methods**

| Characteristics  | Value        | Frequency  | Percentage |
|--|--------------|------------|------------|
| <b>Are you happy with the way students are being examined or assessed in the school?</b> | Fairly happy | 49         | 15.4       |
|  | Happy        | 172        | 53.8       |
|  | Very happy   | 99         | 30.8       |
|  | <b>Total</b> | <b>320</b> | <b>100</b> |

*Source: Researcher*

#### 4.4.1.4: Quantitative findings on parents' participation in evaluation methods:

According to Table 4.22 above, (n=172, 53.8%) parents were happy with the way their children were being examined or assessed while (n=99, 30.8%) of the parents were very happy with the way their students were being examined and the smallest percentage (n=49, 15.4%) said they were not happy with the way their children were being examined. With this it implies that the greater percentage of parents were comfortable with the way their children being examined.

**Table 4.23: Frequency and percentage distributions of religious and local leaders by evaluation methods**

| Characteristics  | Value        | Frequency | Percent      |
|--|--------------|-----------|--------------|
| <b>What is your comment on what is being offered at the school in terms of subjects?</b> | Not good     | 4         | 9.1          |
|  | Fairly good  | 25        | 54.5         |
|  | Good         | 16        | 36.4         |
|  | <b>Total</b> | <b>45</b> | <b>100.0</b> |
| <b>Are you happy in the way students are being examined or assessed in the schools?</b>  | Not happy    | 16        | 36.4         |
|  | Fairly happy | 16        | 36.4         |
|  | Happy        | 13        | 27.2         |
|  | <b>Total</b> | <b>45</b> | <b>100.0</b> |

*Source: Researcher*

#### **4.4.1.5: Quantitative findings on religious and local leaders' participation in evaluation methods:**

In regard to the comments of the religious and local leaders on school subjects offered, results presented in Table 4.23 above showed that (n=25, 54.5%) said it was fairly good, (n=16, 36.4%) said that subjects offered were good while (n=4, 9.1%) said that they were not good. This implies that most of the respondents said that the school subjects were good.

Concerning whether or not the religious and local leaders were happy about how students were examined (n=16, 36.4%) and (n=16, 36.4%) were both not happy and fairly happy about the examining culture while (n=12, 27.3%) were happy about the examining culture. However with this, there were more negative responses than there were positive responses in regard to how students were examined, meaning the system of examining needed to be looked into.

#### **4.4.1.6: Qualitative findings on stakeholders' (DEOs, chairpersons BOGs, chairpersons PTA, head teachers and teachers) participation in evaluation methods:**

The following was the response of the DEOs: *"75% were involved. This is quite a good representation of participation by stakeholders."* The BOGs had the following responses: *"62.5% were involved in the evaluation methods." "In our opinion this is an acceptable involvement by the stakeholders."*

On the side of PTAs, the following was their response: *“the majority of the people involved were the stakeholder namely; ministerial officials, the DEOs, BOGs, PTAs, head teachers and teachers.”*

The parents, religious and local leaders were not so much involved. This was indicated by 42.9% in the judging which showed the percentage participation of the above people. The researcher agreed with the above statement.

The head teachers said, *“teachers evaluate students at class level;” “class meetings where parents and all other stakeholders are invited, students through internal exams and tests;” “the policy aims at continuous assessment, there is mandatory assessment at the beginning, middle and end of the term, besides this, there are tests, exercises, home works and practical work;” “by holding meetings, seeking advice from other sister schools.”*

Head teachers agreed that the Uganda National Examinations Board (UNEBC) only comes in during the transition from one level of education to another, they said, *“UNEBC was only involved at the end of each level (‘O’ and ‘A’ levels’) hence it does not meet the needs of those learners in middle classes.” “It is the top examination body known and each exam set is geared towards passing UNEBC.” “It is UNEBC examination certificates that are used to determine the future of the students’ education and career.” “Set exams provide materials transport, mark them and releases results.” “UNEBC mainly comes during summative evaluation, when the cycle is complete. They also carry out the National Assessment of Progress in Education (NAP) administration in the middle of the cycle.”*

*“Officers are put to task to account for any deficiencies in the event that prior set targets have fallen short of;” “through the various departments on assessment and termly tests;” “through direct supervision of heads;” “evaluation committee is formed consisting of the staff members i.e. chairperson and other members;” “it works through a committee of the staff who are to produce periodic reports on the trend of performance in relation to the available resources;” “there is a testing programme, hence continuous assessment;” “through the church as a founding body and through counseling and guidance.”*

Evaluation implementation is not a simple process as many responses reflected challenges experienced in the process. Teaching staff were asked for the problems they faced in evaluation implementation. Below were the common responses:

*“Time given to do it at times is short;” “assessment fatigue;” “rigidity from teachers and too much workload;” “concerned officers pay little attention to how the whole exercise should be done;” “the greatest problem is that of time management followed by financial insufficiency;” “sometimes progressive assessment becomes too much for the students and disrupts normal lessons;” “failure to produce the results in time.”*

Respondents were also asked to suggest remedies to the identified challenges. Below were the noted responses:

*“Improve on teacher-pupil ratio;” “combined efforts of the stakeholders to attend to the problems;” “reducing teachers’ workload;” “effective communication between stakeholders;” “students who dodge exams should be given penalties;” “clear programming of school events.”*

Concerning the challenges faced in evaluation implementation, the respondents were asked how UNEB responded to them. Below were the common responses:

*“They simply come at the end of the course and involve a few teachers yet many are left out;” “has its own methods some of which do not go hand in hand with school curriculum;” “it provides a good number of invigilators in every school;” “teachers are involved in marking which helps in releasing results early;” “conducting research by giving exams and preparing lunch for respondents;” “its recommendations were good.”*

All the respondents agreed that their schools had evaluation policies though not all were participatory. The majority of the respondents agreed that the process was participatory against a handful of them. However, the presence of evaluation policies in the majority of schools did not guarantee their effectiveness. Cases of limited time, rigidity of some stakeholders among others seemed to have crippled the policies in many schools.



## **Summary**

In this chapter, the researcher presented data, analyzed and interpreted it along the following study objectives:

1. Investigation of the participation of stakeholders in the implementation of management and administration adjustments in secondary schools.

2. Examination of the participation of stakeholders in the implementation of curriculum adjustments in secondary schools.
3. Assessment of the participation of stakeholders in the implementation of evaluation method adjustments in secondary schools.
4. Advancement of a selective and motivating participatory model which should help involve stakeholders in implementing programmes in secondary schools.

The conclusion is that as regards management and administration, all stakeholders fully participated in the implementation of adjustment programmes. This is because this area does not require special expertise. As regards curriculum development and evaluation methods, only stakeholders with expertise knowledge in those areas participated in their implementation. This was because of the traditional feeling of the Ministry of Education and Sports officials that non-experts cannot be involved in such technical areas of education. But the researcher's point of view is that in the society, if there is careful selection, there are some stakeholders who can still participate usefully in such areas.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

In chapter four, the researcher presented data regarding management and administration, curriculum development and evaluation methods. This data was approached from the **three objectives of** the study namely: investigation of the participation of stakeholders in the implementation of management and administration adjustments in secondary schools, examination of the participation of stakeholders in the implementation of curriculum adjustments in secondary schools and assessment of the participation of stakeholders in evaluation method adjustments in secondary schools. The sum total of the revelation from the above data has put the researcher in a position to draw conclusions and to make recommendations accordingly.

## **Discussion**

## **Objective one**

### **Investigation of the participation of stakeholders in the implementation of management and administration adjustments in secondary schools**

The first objective of this study focused on investigating the participation of stakeholders in the implementation of adjustment programmes regarding management and administration in secondary schools so that they may own and support them. It is also important to note that the elements involved in this theme are communication, decision making and motivation. The members of the 1987 National Education Policy Review Commission recommended that in implementing adjustment programmes which they pointed out in their 1989 report, stakeholders should participate in their implementation. This was intended for making the stakeholders own and support the programmes being implemented. This study was interested in finding out whether in implementing the adjustment programmes regarding management and administration, stakeholders participated in their implementation and the impact there from.

The researcher also examined studies regarding the phenomenon of stakeholders' participation in the implementation of programmes. One study at which the researcher looked, regarded the country of Dominica in the Caribbean region. This study revealed that in Dominica there were adjustment programmes in education regarding management and administration.

While those programmes were being proposed, there was wide discussion involving stakeholders at all levels. However, in implementing those programmes, the stakeholders were not fully involved. The exercise was dominated by head teachers. Here, there was an influence of thinking traditionally that it is only the experts who could be involved in the implementation exercise. Yet the modern trend is that in the society there are always people who can work together with the experts and sensibly help to achieve plausible results, (Musaazi, 2006) and (Tours Study Meeting 1995).

Looking at the findings regarding the participation of stakeholders in the implementation of programmes in Uganda, the researcher found out that care was taken that it was not only the experts who were involved in the implementation. Therefore, there was a difference in approach from the Dominican case. Involving stakeholders in the implementation of programmes is a healthy development which should be encouraged because it makes stakeholders own and support programmes being implemented. However, it is an uphill struggle because in the past many categories of stakeholders had always been ignored when new programmes were being implemented; this has tended to create a tradition in the minds of the government officials that it is only the experts who have got the ability to implement programmes. This phenomenon created in the past indifference in those stakeholders who had been left out to be unconcerned about the programmes which were being implemented. This in many times as the study has revealed, led to the failure of the programmes. The fact that government officials as revealed by the study involved stakeholders who are not experts implies that those officials have realized the importance of involving stakeholders who may not be necessarily taken as experts.

In terms of Dominica, the authorities eventually realized that it was useful to involve stakeholders in implementing education programmes. Consequently in 1990, a new approach was introduced by Action

for Basic Education (EDUCA). This approach emphasized that in implementing action for basic education, stakeholders at all levels of society should be involved in the implementation of programmes in order to achieve national consensus and support. This was carried out and in the end, people owned the reforms suggested.

Studies carried out in Sub-Saharan Africa by the Association of the Development of African Education (DAE), based in Tours, France (1995), concerned six case studies which included Benin, Ghana, Guinea, Mauritius, Mozambique and Uganda. These studies recommended that stakeholders should be involved in implementing adjustment programmes in education, for the people to own and support such programmes.

Another study carried out by a commission under UNESCO in Africa in 1998 called the Delor's Commission pointed out that many past failures in implementing programmes had been due to insufficient involvement of stakeholders. The above commission recommended discouragement of imposing education reforms from top down or from outside because the commission had observed that this had led to failures of many programmes in Africa, Ghana was particularly pointed out.

The above UNESCO commission further pointed out that the countries in Africa where implementation of programmes had been relatively successful were those programmes that obtained firm support from stakeholders. Mozambique was given as the best example. In that country, after the departure of the Portuguese in 1975, stakeholders were involved in establishing reforms in order to have an education system which was entirely different from that of their former colonial masters.

The findings regarding this issue of involving stakeholders in terms of Uganda are that during the implementation of adjustment programmes, stakeholders were involved in their implementation. The researcher however, observed that for this exercise to be successful, the following need to be taken care of:

1. The participatory theory is costly to run because stakeholders need facilitation in terms of feeding, transport and other allowances. Therefore, the number of participants from the stakeholders must be limited to a manageable size.
2. If the implementation takes a long time, the enthusiasm of stakeholders decreases and if it does so, and if there is no committed group which must see to it that the programmes are executed, then the implementation of such programmes is likely to flop.

Therefore, there must be a group of experts who are on the payroll and committed to seeing that the implementation of programmes is carried out until they are completed.

3. If one uses very many participants as stakeholders, this is likely to slow down the pace at which the programmes are being implemented, in which case the time might run out during which the implementation should take place. In order to guard against this, again the number of participants must be kept to a manageable size.

**Objective two**



## **Examination of the participation of stakeholders in the implementation of curriculum adjustments in secondary schools**

This objective required to find out whether in implementing adjustment programmes regarding curriculum development in secondary schools, the stakeholders participated in their implementation at different levels. The researcher first looked at examples of what was done in Paraguay and Mauritius regarding this issue. In those two countries, there were education reforms regarding curriculum development in 1980. It was found out that the stakeholders participated in implementing the curriculum reforms.

This approach excited the stakeholders and they involved themselves fully in the implementation of the curriculum reforms. According to the findings in Uganda, it was revealed that the participation of stakeholders was limited to only the experts. The researcher is of the view that the officials of the Ministry of Education and Sports, thought that curriculum development is a specialized area which requires only experts.

But the view of the researcher is that even if curriculum is a specialized area, there are many stakeholders who can be involved if the leadership takes care to identify them. For example, the society of Uganda is full of retired people and many qualified teachers who have chosen after teaching for sometime, to engage in doing other things instead of teaching. If care is taken, some of those people could be selected and included in the participating group of stakeholders.

Another example in curriculum development which the researcher looked at, regarded the 1991 Mauritius Master Plan. This was sponsored by UNESCO, UNDP, ILO and the World Bank. This Master Plan involved making adjustments in curriculum. This plan was achieved through participation of stakeholders during the implementation of the curriculum reforms. The impact of this was the successful implementation of the programmes because the stakeholders owned and supported them.

In relation to Uganda regarding this issue, while the Mauritius example involved all stakeholders, the ministerial officials in Uganda preferred to involve only experts. But in the case of Mauritius, there was no evidence of non-experts not being able to contribute in the implementation of curriculum development although it is a specialized area.

This implies then that Uganda would lose nothing in involving non-experts in implementing curriculum programmes, if such stakeholders are selected carefully.

## **Objective three**

### **Assessment of the participation of stakeholders in the implementation of evaluation method adjustments in secondary schools**

This objective regarded assessment of the participation of stakeholders in the implementation of evaluation methods in secondary schools. The researcher found out that in Paraguay there was a programme on evaluation in the education system. It was pointed out in that country that evaluation should not be left to a particular group of experts such as teachers. It was recommended that implementation of evaluation programmes should involve even members of the community. The researcher observed that although a participatory approach is ideal but when it comes to specialized areas like evaluation of students' performance it should be left to the people with technical expertise to perform it. For example, there are two ways of evaluation in education which are carried out in three areas namely:

1. Evaluation of the national education aims.
2. Evaluation of the aims of the school curriculum which is intended to find out whether that curriculum is capable of fulfilling the national aims of education.
3. Evaluation on the way students are performing, using formative or continuous and summative assessment. There is also the issue of looking at the content of the curriculum in terms of satisfying the cognitive domain, the affective domain and the psychomotor domain. All the above areas are not for non-experts although the participatory approach is a desirable entity. This implies that the

implementation of adjustment programmes in evaluation methods may not be involved in by all the stakeholders due to the need of expertise.

## **Objective four**

???????????????? (Statement!!)

## **THE ADVANCED MODEL**

### **SELECTIVE AND MOTIVATING PARTICIPATORY MODEL**

## **Introduction**

The theory which underpins this study is the participatory management theory advanced by Ouchi, (1981) or alternatively called Theory Z or the Japanese theory of management style. However, the researcher feels that theory Z cannot be applied in its entirety in a different situation. Ouchi's theory was used on stakeholders within an organization which had a manageable number of stakeholders. Such a number of stakeholders might not go beyond five thousand people at the most. Those stakeholders could comfortably be involved in the implementation of programmes within their organization.

In the literature review, the researcher found out that in the Mozambiquan case, the stakeholders all over the country were involved in the implementation of programmes. They were also motivated in terms of eats and drinks, lunch, transport allowances and a reasonable stipend. But the researcher felt that the Mozambiquan involvement of stakeholders all over the country, who had also to be motivated, was difficult to sustain financially. Probably, Mozambique managed it because of the enthusiasm arising from their having just sent away in 1975 their former colonial masters, the Portuguese.

In the findings of the study, the researcher found out that stakeholders in Uganda were involved in the implementation of programmes regarding management and administration, curriculum development and evaluation methods in secondary schools. Besides, the stakeholders were motivated in terms of eats and drinks, lunch, transport allowances and some stipend. This arrangement made the stakeholders own and support the programmes until their full implementation.

Taking into account of Ouchi's participatory management theory, the examples from the literature review and the findings of the study, the researcher has advanced a model which should be used in future in terms of involving stakeholders in the implementation of programmes. He has given that model the following title: **Selective and Motivating Participatory Model.**

Although the above model is based on Ouchi's participatory management theory, it is quite different from it. Ouchi's theory is applied to stakeholders who are in an organization where every body is a captive member. Yet in the case of this study, the stakeholders were so many and from all over the country.

Secondly, the stakeholders in Ouchi's case are automatically motivated within the organization's set up. For example, the stakeholders are employees of the organization whose population is known. They are on the organization's payroll which caters for their salaries, allowances and incidental patronage such as eats and drinks, lunch and sitting allowances. Moreover, the stakeholders are aware that the benefits from their active contribution in participation will directly benefit them in the end.

In view of the above statement, the model which the researcher has developed is not a direct copy of Ouchi's participatory management theory, but modeled along his theory.

### **A brief explanation of the Selective and Motivating Participatory Model:**

The word **Selective**: This has been used to show that although it is desirable to involve all stakeholders in the implementation of programmes, it is not practical to use them all. One reason is that they might be too many to handle. Secondly, if they are very many, they will be difficult to motivate because this involves heavy financial costs in terms of providing for them eats and drinks, lunch, transport allowance and a reasonable stipend whenever they meet.

The word **Motivating**: It is necessary to set up a system of motivating stakeholders who participate in the implementation of programmes. This helps to sustain the enthusiasm of the participating stakeholders. Secondly, if there is motivation, stakeholders will support the programmes being implemented and thereby feel that these are their programmes and contribute to their completion.

The word **Participatory**: This stands for the involvement of stakeholders in the implementation of programmes. The study has shown that in the past in Uganda, where there was non-participation of stakeholders in the implementation of programmes, the programmes eventually failed because the stakeholders did not own and support them.

To guard against the above eventualities, the researcher has developed the **Selective and Motivating Participatory Model**. This Model will be very easy to use by the officials. First of all, they will have to select a manageable number of stakeholders who will participate in the implementation of programmes. Secondly, since the size of the stakeholders will be manageable, it will also be easy to motivate them in terms of eats and drinks, lunch, transport allowances and a reasonable stipend. Moreover there is the question of facilities which the stakeholders will use such as sitting space and stationery. Also facilitators shall not be very many for such a manageable number of participants. This model will make stakeholders to participate in the implementation of programmes to achieve the stakeholders' ownership and support so that the programmes are finally implemented to achieve the intended developments.

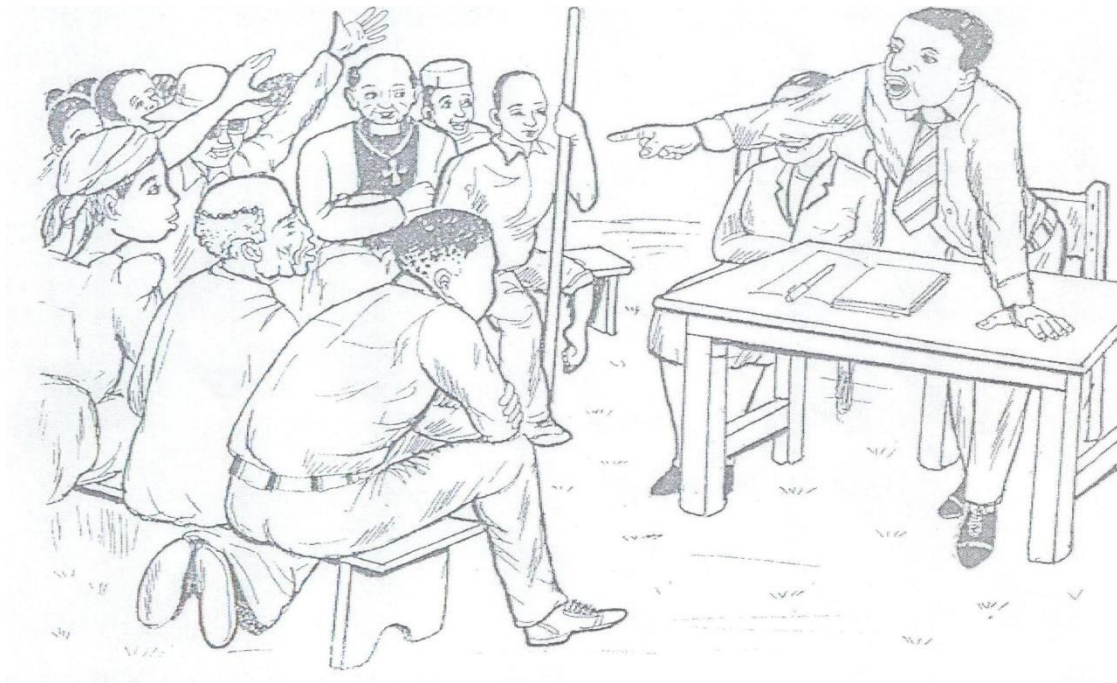
Before advancing his model, the researcher first examined two models which are on participation of stakeholders in the implementation of programmes. The reason for his doing so, was to find out gaps which his proposed model was trying to bridge. One model is that of Saul Alinsky (1971). The model of Alinsky is on community action. His model does not accommodate the idea of selecting participants and motivating them in order to sustain the implementation of programmes. It assumes that all people in the community will participate and while they are doing so, hopefully they will go on and on until the



programmes are implemented, the researcher's model accommodates both selection and motivation of the stakeholders.

Another model is that advanced by Jack Rothman (1968), which he called a model of practice. This model is based on locality development, social action and social planning. It fulfils the selective element which is in objectives two and three of the study. But it lacks the motivational element which helps to sustain participation in the implementation of programmes. The model which the researcher has advanced takes care of the gap of motivation which is lacking in Rothman's model.

**The researcher demonstrates his model, using the following illustrations:**



**Fig. 11:** Stakeholders being selected to participate

**Source:** Text Illustrator

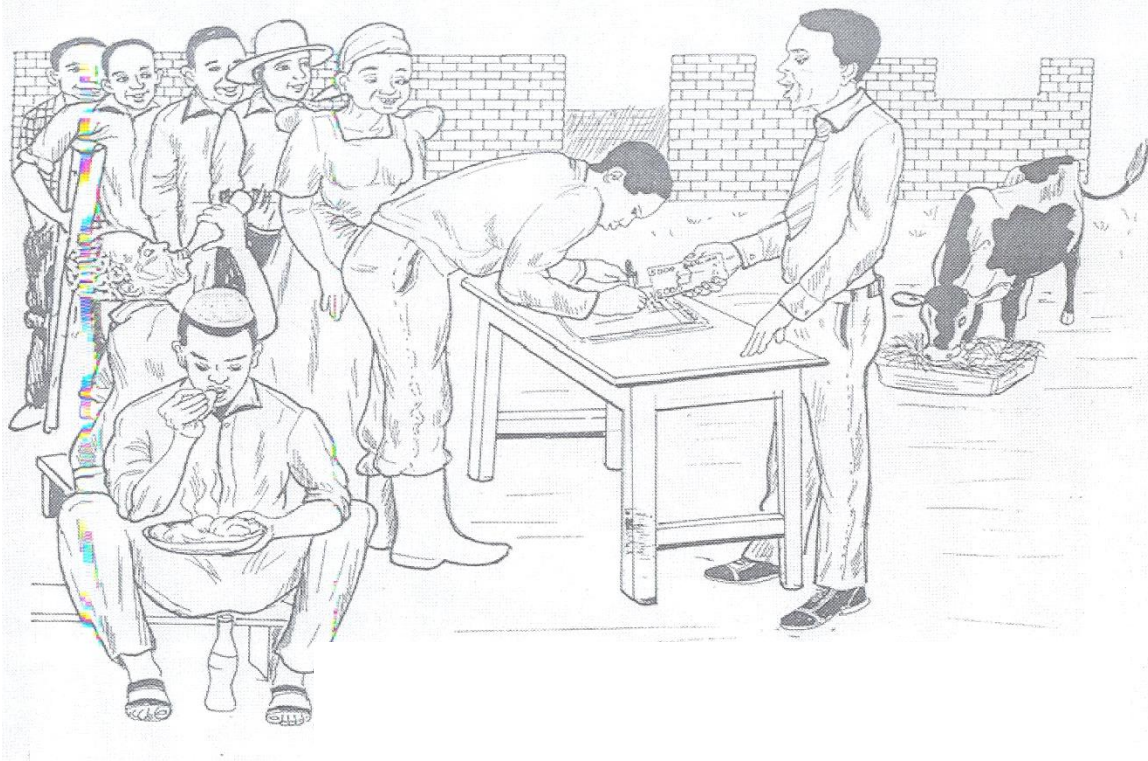
In figure 11 above, the officials are engaged in selecting participants from large group of stakeholders. Each personality in the figure represents a very large group of stakeholders such as the religious and local leaders, the disabled, the youth, the elderly and the women.



**Fig. 12:** Participants in programme implementation

**Source:** Text Illustrator

The above figure shows some of the selected participants implementing the programme. They show enthusiasm because they treat this programme as their own.

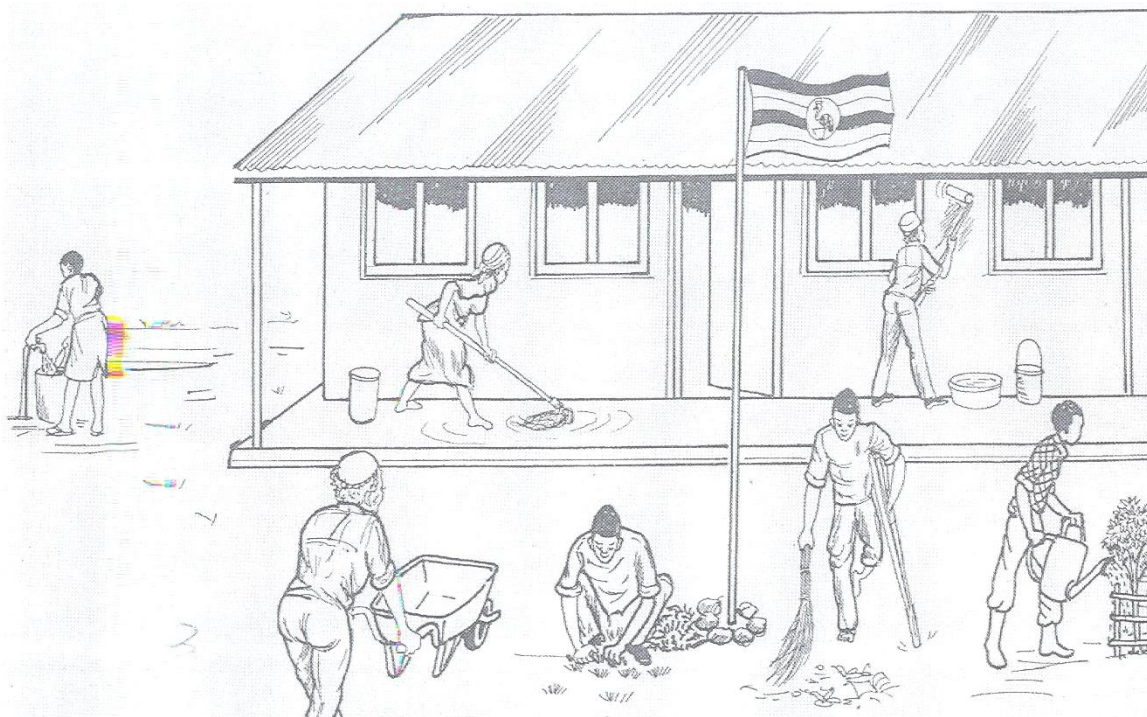


**Fig. 13: Participants being motivated**

**Source: Text Illustrator**

The above motivating element is even seen on the faces of the participants. Such happiness will attract the participants to come back then and again to make sure that the work is completed.

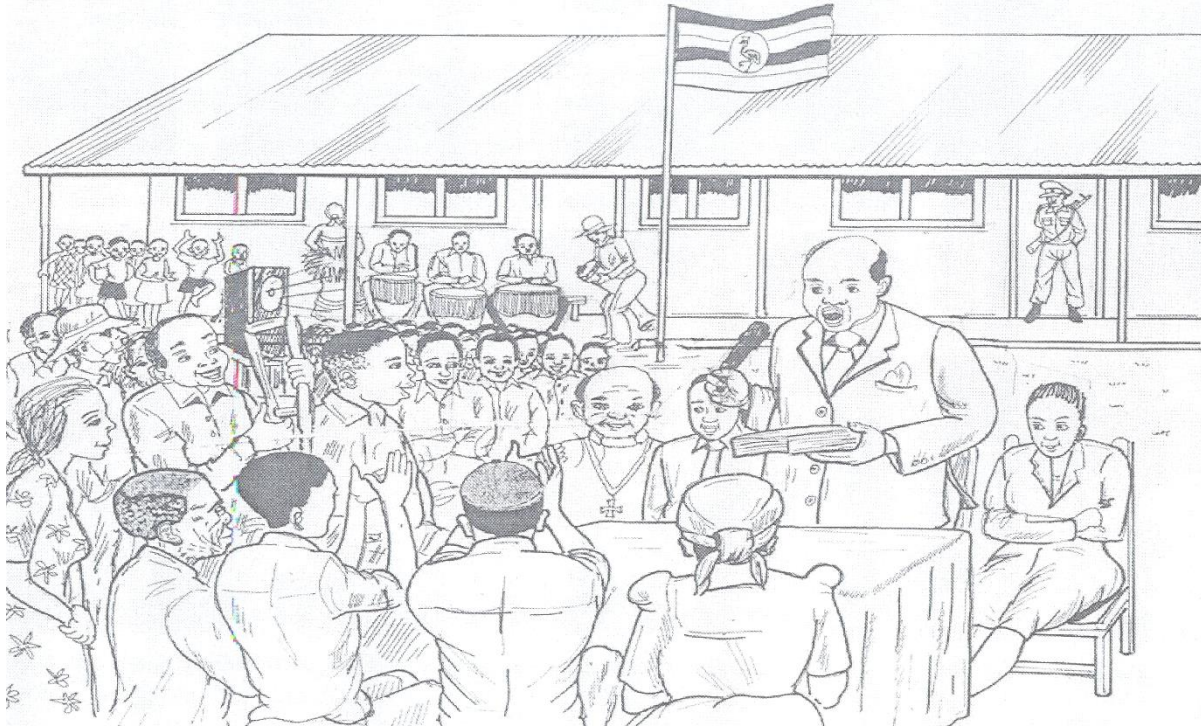




**Fig. 14: Programme owned and supported by stakeholders.**

**Source: Text Illustrator**

The above figure shows that the motivating element has sustained the enthusiasm of the participants which finally has led to the implementation of the programme. Because these stakeholders owned and supported the programme, they have continued to come back and support its existence.



**Fig. 15: The handing over of the implemented programme**

**Source: Text Illustrator**

Figure 15 above shows the official function of handing over the implemented programme. The mood at the handing over ceremony is that of jubilation of stakeholders who have fully participated in the programme implementation as their own baby.

## Conclusions

Objective one of the study was about investigation of the participation of stakeholders in the implementation of management and administration adjustments in secondary schools. The researcher concluded that all stakeholders participated in the implementation of management and administration adjustments in secondary schools. But their interest in the continuation of the participation, tended to decrease as their motivation was not sufficiently provided for.

Objective two of the study was about examination of the participation of stakeholders in the implementation of curriculum adjustments in secondary schools. The researcher concluded that stakeholders with expertise were the only people who participated in the implementation of curriculum adjustments in secondary schools. Other interested parties did not participate in the implementation of curriculum adjustments. That category of people included the chairpersons Boards of Governors (BOGs), chairpersons Parents and Teachers' Associations (PTAs), parents, religious and local leaders.

Objective three of the study was about assessment of the participation of stakeholders in the implementation of evaluation method adjustments in secondary schools. The researcher concluded that experts who included ministerial officials, District Education Officers (DEOs), head teachers and teachers were involved in the participation of the implementation of evaluation method adjustments in

secondary schools. Other stakeholders who included chairpersons Boards of Governors (BOGs), chairpersons Parents and Teachers' Associations (PTAs), parents, religious and local leaders did not participate in the implementation of evaluation method adjustments in secondary schools. This happened because it is a specialized area which required people with expertise in evaluation.

Objective four of the study was about the advancement of a selective and motivating participatory model which should help involve stakeholders in the implementation of adjustment programmes in secondary schools. The researcher concluded that in order to sustain and maintain participation of stakeholders in the implementation of adjustment programmes, there must be a selective and motivating participatory model to induce them.

## **Recommendations**

The participatory management theory which underpins this study is that which was developed by Ouchi (1981). That theory states that in order to achieve the stakeholders' participation and continued interest in the implementation of programmes; stakeholders should participate in the implementation of adjustment programmes. The recommendations which the researcher gives are based on the above theory.

Objective one of the study was about investigation of the participation of stakeholders in the implementation of adjustment programmes regarding management and administration in secondary schools. The researcher recommends that to achieve and sustain the stakeholders' participation in the implementation of adjustment programmes regarding management and administration, the Ministry of Education and Sports officials should select a manageable number of stakeholders and provide adequate motivation for them.

Objective two of the study was about examination of the participation of stakeholders in the implementation of adjustment programmes regarding curriculum development in secondary schools. The researcher found out that the Ministry of Education and Sports officials did not allow stakeholders whom they deemed not to be experts in curriculum development to participate in the implementation of such



programmes. The researcher wants to point out that there are people in the community such as retired teachers, retired curriculum developers in different educational institutions.

The researcher therefore recommends that the Ministry of Education and Sports officials should select some people from the community who are identified as knowledgeable about curriculum development to help in the implementation of curriculum adjustments in order to achieve their ownership and support of such programmes.

Objective three of the study was about assessment of the participation of stakeholders in the implementation of evaluation method adjustments in secondary schools. Again, the researcher like in the second objective found out that the Ministry of Education and Sports officials engaged only experts in the participation of implementing programmes in evaluation method adjustments. Those included the ministerial officials, District Education Officers (DEOs), head teachers and teachers.

The researcher recommends that the Ministry of Education and Sports officials should select a number of non-expert stakeholders to participate in the implementation of evaluation method adjustments because among such people, there are many who can offer variable ideas as it has been pointed out in recommendation two above.

Objective four of the study was about the advancement of a selective and motivating participatory model which should help involve stakeholders in the implementation of programmes in secondary schools.

The researcher recommends a model which he has advanced and given it the name of Selective and Motivating Participatory Model. This model is based on Ouchi's theory Z but it is quite different from it. Since stakeholders are all over the country, one can select only a manageable number to participate in the implementation of adjustment programmes. Secondly, implementation of Ouchi's participatory management theory has motivation implicitly embedded in it. But the model which the researcher has advanced has an open system of motivating the stakeholders to sustain their interest in the participation of the implementation of adjustment programmes until they are completed.

## **Areas for further Research**

Many recommendations were made by the 1987 National Education Policy Review Commission, which recommendations were undersigned by the 1992 Government White Paper.

The recommendations which the researcher tackled include the following:

1. Management and administration
2. Curriculum development and
3. Evaluation methods.

## **The researcher recommends that:**

1. Studies should be carried out about how other recommendations were implemented in view of the recommendations of the 1987 National Education Policy Review Commission of involving stakeholders in implementing programmes.

2. Another area for further research could be to find out why some recommendations have so far not been implemented.
3. Furthermore, another area for further research could be problems encountered in implementing some of the recommended programmes.

## **Summary**

In this chapter, the researcher discussed the findings of the study in reference to the past studies as indicated in the literature review of the same study, made conclusions arising from those findings. He advanced a participatory model which should be used to facilitate the participation of stakeholders in the implementation of programmes. He then made a number of recommendations in terms of the four objectives of the study. He went ahead and suggested areas for further research, regarding the phenomenon of the adjustment programmes which were proposed by the recommendations of the 1987 National Education Policy Review Commission as endorsed by the 1992 Government White Paper.

## REFERENCES

Adams, J. Stacy, (1963). Towards an understanding of inequity, journal of abnormal and social psychology.

Alderfer C. P. (1972). Existence, Relatedness and Growth; Human needs in organizational settings, New York: Free press.

Alinsky, D. S. (1971). Rules for radicals, Chicago. Chicago University Press

Allyn and Bacon, (1969). Non-participatory and participatory communication. Voston, A. H. Gorman.

American Statistical Association, (ASA), (1990). Tiberondwa, A. (1998). Missionary teachers as agents of colonialism in Uganda. A study of their activities 1877 – 1925. Kampala Fountain Publishers.

Amin, I. D. (1995) Namutamba Curriculum Project, Paris UNESCO.

Amin, M. E. (2005). Social science research; Conception, methodology and analysis. Kampala: Makerere University Printery.

Anderson, N. (2009). What makes a good leader. Academy of educational leadership Journal.

Arya, D., Jacob, I. C. and Razarich, A. (2002). Introduction to research in education. Belmont CA: Wardsworth/Thomas learning.

Argyris, C. (1964). Integrating the individual and the organization, New York. John Wiley and sons Inc.

Association for the Development of African Education (1995). Formulating education policy: Lessons and experience from Sub-Saharan Africa. Tours. Imprimeries Gauthier – Villars.

Betham, (1992) Beneficiaries of power, London. Palgrave, Macmillan

Binns Study Group, (1951). Entebbe Government Printer

Bishop, G. (1985). Curriculum development: A textbook for students London Macmillan.

Bitamazire, G. N. (1991). School Management in Uganda in Abid S.A.H. (Ed). Education for development. African development series No.4.

Bitamazire, G. N. (2008). Speech delivered while releasing senior four UNEB Examination results at the Ministry of Education and Sports.

Bitamazire, G. N. (2010). Speech delivered while releasing senior six UNEB Examination results at the Ministry of Education and Sports.

Bloom, B. S. (1971). Handbook on formative and summative evaluation of students learning, New York: McGraw Hill.

Bukenya, E. (2000). Leakage of UNEB examinations on WBS television programme issues at hand, 9<sup>th</sup> March.

Bukenya, E. (2000). Speech delivered while releasing senior six UNEB results at the Ministry of Education, the Monitor.

Bukenya, E. (2001). Speech delivered while releasing senior four UNEB examination results at the Ministry of Education, the New Vision.

Bukenya, E. (2008). Speech delivered while releasing senior four UNEB examination results at the Ministry of Education and Sports.

Bukenya, E. (2009). Speech delivered while releasing senior four UNEB examination results at the Ministry of Education and Sports.

Bukenya, E. (2010). Speech delivered while releasing senior four UNEB examination results at the Ministry of Education and Sports.

Castle Education Commission, (1963). Entebbe Government Printer.

de Bunsen Education Committee (1952). Entebbe Government Printer.

de La Warr Commission, (1937). Entebbe Government Printer.

Delor's Commission Report on Education, (1998). Paris, UNESCO



Devillis, R. F. (2003). *Scale development: theory and application* (sec. ed. vol. 26), Thousand Oaks. CA Sage Publication.

Doll, R. (1982). Curriculum development: decision-making and process, Boston: Allyn and Bacon.

Donnelly, H. S. (1990). Education of management (7<sup>th</sup> ed.). Von Hoffman Press Inc.

Douglas, R. (1997). Education psychology. W.M. Brown Co. Publishers, Dubuque Iowa.

D'Sonza, A. (1994). Leadership. Nairobi: Pauline's Publications Africa.

Ddungu, L. (2005). *Effects of head teachers' patterns of leadership on their performance in secondary schools in Uganda*. Unpublished doctoral thesis, Kampala, Makerere University Printery.

Education in Uganda, (1952). Otherwise called the 1952 de Bunsen Education Report. Entebbe Government Printer.

Education Policy in Latin America and the Caribbean, (1997). Paths of the change, technical paper series, Washington DC. The academy for international development.

Fremont, E. K. and Rosenweig, J. E. (1996). Organization and Management. Keith Davis and Fred Luthans consulting editors New York.

Government White Paper, (1992). Education for national integration and development, Entebbe Government Printer.

Grindle, M. C. (1980). Politics and Policy Implementation in the third world countries, Pries University Press.

Gronlund Norman, E. (1993). How to make achievement test and assessment. Hillinois.

Haddad, W. D. (1994). The dynamics of educational policy making: case studies of Benin, Ghana, Guinea, Mauritius, Mozambique and Uganda (Tours). France: World Bank.

Hertzberg, F. (1976). The Managerial choice. To be efficient and to be human. Irwin Inc. Homewood III.

Howell, D. A. Brown, R. (1983). Educational policy making London: British library cataloguing in publication data.

Johnson, D. W. (1980). The social psychology of education. New York: Holt, Ruichart and Winston, Inc.

Kasibante, I. F. and Ssekamwa, J. C. (1984). Education today, a guide to parents and teachers in Uganda. Kampala, Marianum Press.

Kast, F. E. and Rosenzweig, J. E. (1996). Organization and management. New York: McGraw book company.

Kerr, J. F. (1968). Changing the curriculum, London University of London Press.

Kiddu-Makubuya, M. (2001). Speech delivered while releasing senior six UNEB examination results at the Ministry of Education and Sports, the New Vision.

Kiddu-Makubuya, M. (2008). Speech delivered while releasing senior four UNEB examination results at the Ministry of Education and Sports.

King, K. (1991). Building capacity in the developing world. A review of experience in the files of education department, Britain, Edinburgh University.

Kish and Leslie, (1965). Steven Heeringa's Select Publication. [www.pscisr.umich.edu/pubs/select.html](http://www.pscisr.umich.edu/pubs/select.html)  
[ID573](#).

Koontz, H. and Weihrich, (1990). Essential of management, New York McGraw Hill.

Likert, R. (1967). The human organization, New York, McGraw-Hill Book company.

Locke, J. (1990). Handbook of industrial and organizational psychology, consulting psychologist press (Palo Arto. C. A.)

Mayo, E. (1933). The human problems of an industrial civilization. New York, The Macmillan Company.

McClelland D. C. (1961). The achieving society. Princeton N. J., D. Van Nostrand Company Inc.

McDonald, J. B. (1971). Curriculum theory in journal of educational research.

McGregor, D. (1960). The human side of an enterprise New York: book company.

Meyer, P. (1993). First cycle time how to align purpose, strategy and structure for speed  
<http://www.nwlink.com>

Meyer, P. (1999). Early steps in research, research methods tutorial <http://www.nwlink.com>

Ministry of Education and Sports, (1989). Education for national integration and development: Report on Education Policy Review Commission. Entebbe Government Printer.

Musaazi, J. C. S. (1982). The theory and practice of educational administration London Macmillan.

Musaazi, J. C. S. (2006). Educational planning principles, tools and applications in the developing world. Kampala: Makerere University Printery.

Museveni, Y. K. (1987). National Education Policy Review Commission. Entebbe Government Printer.

Muyingo, J. C. (2004). Financial contributions of the private sector and its implications to the management of university education in Uganda (a case study for participatory management). Unpublished doctoral thesis, Kampala, Makerere University Printery.

Nkata J. (1996). The changing patterns of parent participation in primary schools management in Mpigi district. Unpublished doctoral thesis. Kampala, Makerere University Printery.

Nunnally J. C. (1978). Psychometric theory (2<sup>nd</sup> ed.) New York: Magrow Hill.

Nyerere, J. K. (1968). Education for Self Reliance. Dar es salaam Government Printer.

Obanya, P. (1985). Teaching methods across the curriculum, London: Collins international textbooks.

Oliver, P. F. (1984). Developing the curriculum, Boston: Little, Brown and Company.

Oso, D. and Onen, W. Y. (2005). A general guide to writing research proposal and report Kisumu, Options printer.

Ouchi, G. W. (1981). Theory Z New York: Avon Books.

Paraguan Constitution, (1992). Ministry of Constitutional Affairs, Asuncion Government Printer.

Passi, F. O. (1989), Legislation and Education in Uganda 2<sup>nd</sup> ed. Kampala, Makerere University Printery.

Pateman, C. (1970) Participation and democracy theory, London. Cambridge university press.

Peter, T. and Waterman, R. (1982). In search of Excellency, Harper and row, New York.

Phelps, S. (1924/25). Phelps Stokes education commission. Entebbe Government Printer.

Pressman, J. and Wildavsky, A. (1973). Policy implementation. Berkeley: University of California Press.

Retrieved on 15th Jan 2007 from <http://www.sagepub.com/textbks>

Saleemi, N. A. and Bogonko, J. B. (1997). Management (principles and practice) simplified. Nairobi, N. A. Saleemi Publishers.

Saunders, M. N. K., (2000). "Calculating the minimum sample size" research methods for business standards.

Senteza Kajubi, W. (1987). Education policy review commission, Entebbe Government Printer.

Senteza Kajubi, W. (1989). The national education policy review commission report, Entebbe Government Printer.

Ssekamwa, J. C. and Lugumba, S. M. E. (1973). Educational development and administration in Uganda 1900 – 1970 Longman Uganda Limited.

Ssekamwa, J. C. (1996). Professional ethics for teachers. Kisubi Marianum Press.

Ssekamwa, J. C. (1997). History and development of education in Uganda.

Siege, D. (2004). Sampling techniques. Simple random sampling <http://www.delsiegle.info>

Simon, H. A. (1976). Administrative behaviour, (3<sup>rd</sup> ed.). New York: McMillan publishing co. Inc.

Stanley, H. M. (1978). Through the dark continent Vol. 1 London Samson Low.

Taba and Hilda, B. (ed) (1962). Curriculum development theory and practice, New York Harcourt Brace and World.

Thomas Education Committee, (1940). Entebbe Government Printer.

Tours study on education, (1995). Paris, Association for the development of African education (DAE).

Trochim, D. (1996). The survey research: the research methods knowledge base  
<http://trochim.human.cornell.edu/kh/survey.htm>.



Trochim, W. M. K. (2004), Measurement validity types, retrieved November 13, 2004 from the World Wide Web. <http://wwwsocialresearchmethods.net/kb>.

Tucker, A. R. (1908). Eighteen years in Uganda and East Africa, London, Edward Arnold.

Tyler, R. (1949). Basic principles of curriculum and instruction, Chicago: University of Chicago Press.

UNESCO Report, (1971). Popular participation in development

UNESCO Report (1975). Popular participation in decision-making.

UNESCO, (1995). Policy paper for change and development in education, Paris,

UNESCO Press.

Urevubu, R. N. (1969). Perspectives of curriculum evaluation, Chicago: Rand McNally.

Vera and Southerland, J. (1997). Identifying and changing organizational culture. London: Pitman Publishing.

Vroom, V. H. (1964). Work and motivation New York, John Wiley and Sons, Inc.

Vroom, V. H. and Yetten, P. W. (1973). Leadership and decision-making. Pittsburgh: University of Pittsburgh Press.

Walton, J. (ed) (1971). Curriculum organization and design, London Ward Lock educational books.

Weber, M. Protestant ethic and the spirit of capitalism. New York: Charles Scriber and sons.

World Bank, (1994). Higher education in the lessons of experience. The international bank for reconstruction and development. Washington DC.

World Bank, (1998). Higher education in 21<sup>st</sup> century the vision and action. Thematic Debate. Paris: UNESCO Press.

World Bank, (2000). Higher education and society. Washington DC.

Yin, R. K. (1994), Case Study techniques, designs and methods, New York 2<sup>nd</sup> Edition.

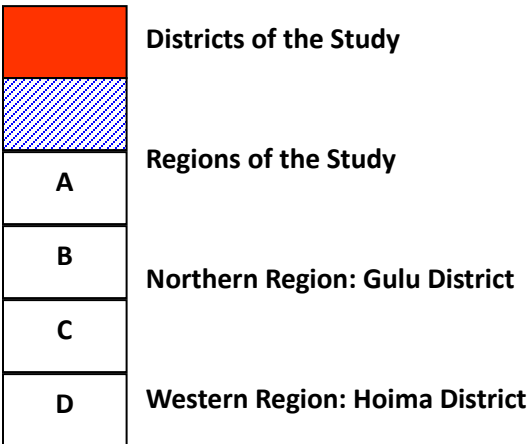
<http://web.squ.edu.om/med>.

Zeiter, S. (1990). Domican education review Paris, UNESCO.

## APPENDIX A

A MAP OF UGANDA SHOWING THE GEOGRAPHICAL LOCATIONS OF THE DISTRICTS OF THE STUDY







## APPENDIX B



### Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS 2503

20/04/2011

Mr. Herbert Sekandi  
Nkumba University  
P.O Box 237  
Entebbe

Dear Mr. Sekandi,

**RE: RESEARCH PROJECT, "PARTICIPATION OF KEY STAKEHOLDERS, BENEFICIARIES AND OTHER PUBLICS IN THE IMPLEMENTATION OF STRUCTURAL ADJUSTMENT PROGRAMMES, IN UGANDA'S SECONDARY SCHOOL SECTOR (1992-2007)"**

This is to inform you that the Uganda National Council for Science and Technology (UNCST) approved the above research proposal on **March 17, 2011**. The approval will expire on **March 17, 2012**. If it is necessary to continue with the research beyond the expiry date, a request for continuation should be made in writing to the Executive Secretary, UNCST.

Any problems of a serious nature related to the execution of your research project should be brought to the attention of the UNCST, and any changes to the research protocol should not be implemented without UNCST's approval except when necessary to eliminate apparent immediate hazards to the research participant(s).

This letter also serves as proof of UNCST approval and as a reminder for you to submit to UNCST timely progress reports and a final report on completion of the research project.

Yours sincerely,



Leah Nawegulo

for: Executive Secretary

**UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

---

#### LOCATION/CORRESPONDENCE

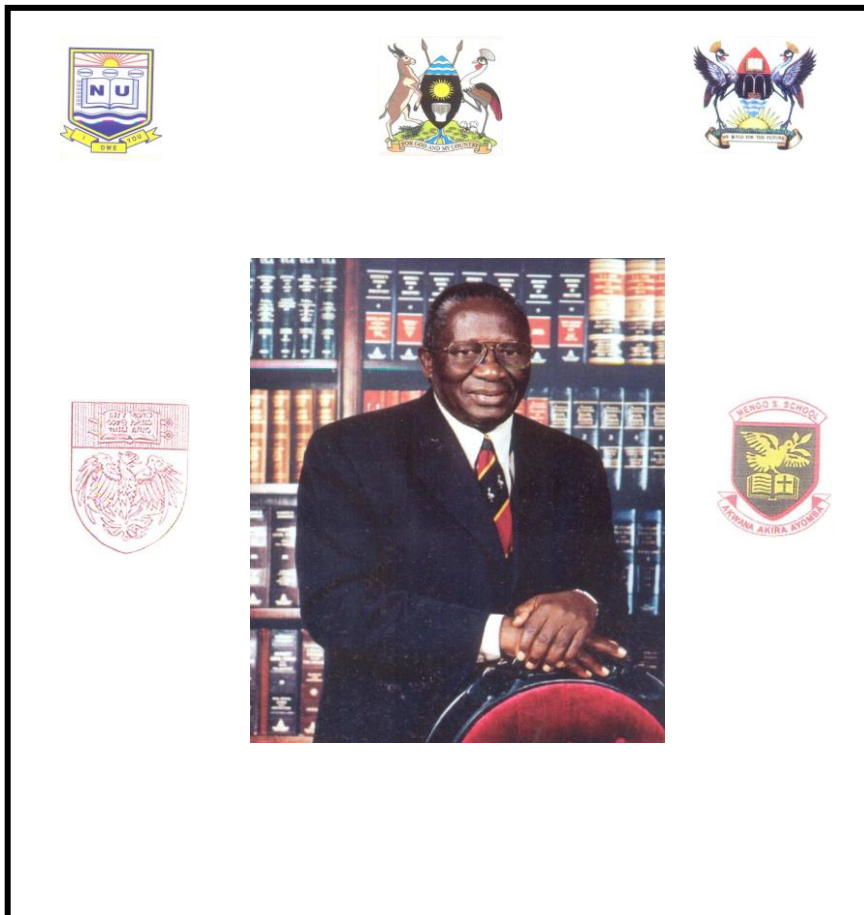
Plot 6 Kimera Road, Ntinda  
P. O. Box 6884  
KAMPALA, UGANDA

#### COMMUNICATION

TEL: (256) 414 705500  
FAX: (256) 414-234579  
EMAIL: [info@uncst.go.ug](mailto:info@uncst.go.ug)  
WEBSITE: <http://www.uncst.go.ug>

## APPENDIX C

INTERVIEW OF PROF. WILLIAM SENTEZA KAJUBI BY THE RESEARCHER





This study has been based on the work of the 1987 National Education Policy Review Commission which commission is alternatively called the Senteza Kajubi Education Commission.

The above picture shows the personality of the late Prof. William Senteza Kajubi, who was the chairperson of that Commission.

The researcher had an opportunity and privilege to interview personally

Prof. William Senteza Kajubi on the 18<sup>th</sup> October, 2011 at his home in Bugolobi before his demise on 1<sup>st</sup> May, 2012.

**The following was the interview and the answers which the late**

**Prof. Senteza Kajubi gave:**



**Question 1:**

Why did the NRM government pick on you to be the chairperson of the 1987 National Education Policy Review Commission?

**Answer:**

- A National Education Policy Review Commission requires to be a respectable commission and I feel the government recognized my status as a national and international educationist, this is partly shown through my being twice the Vice Chancellor, Makerere University, (1<sup>st</sup> term 1976 – 1979, 2<sup>nd</sup> term 1989 – 1993)
  
- Vice Chancellor Makerere University, an internationally known institution. Secondly, during the government of President Idi Amin (1971 – 79), I had been appointed chairperson of a similar education commission.

**Question 2:**

What was the fate of the commission to which you were appointed chairperson by President Idi Amin's government?

**Answer:**

- The commission completed its work and even wrote the report by 1978, but the report was never published because starting from 1977 up to March, 1979 Amin's administration was being attacked

by a combination of Obote's guerrillas, who were operating from Tanzania supported by Nyerere's soldiers.

**Question 3:**

What was the basis of the objective on which the 1987 National Education Policy Review Commission set up?

**Answer:**

- The commissioners also wanted that education in Uganda should achieve literacy and numeracy for every child in Uganda which was termed Universal Primary Education (UPE).
  
- The commissioners wanted to see that education should produce self-reliant citizens. This is why the clarion call of the commission was "Basic Education for National Development" (BEND) which was termed vocationalization of education. Besides that, the 1963 Castle Education Commission's aim was to produce numerous qualified Ugandans to fill up the numerous jobs which were available at independence time (October, 1962).

This had given the impression that education was for job seeking. At the time of our commission, jobs were no longer as available as they had been in the 1960s. Therefore there was a need by 1987 for the education system to produce both job seekers and job creators. This was projected to be achieved through vocationalization of education.

- Thirdly, the commission wanted the Ugandan community to share the burden of education with the government, which the commissioners termed cost sharing.

**Question 4:**

Your commission made many recommendations which required a number of structural adjustments. In what areas would these adjustments be concentrated?

**Answer:**

- In management and administration, for example, there were very many Teacher Training Colleges, both at primary and secondary school levels. There was also need to create new positions in the education administration, such as creating a position of the Director of Education and changing of the Teaching Service Commission into the Education Service Commission, and to give emphasis to the work of the inspectorate by changing it into the Education Standards Agency (ESA).
- In curriculum development especially since now education had to be vocationalized, there was a need to review the curriculum. In evaluation methods, there was also need to weigh the viability of progressive or continuous assessment vis-à-vis the summative assessment which was predominantly used in the education system.

**Question 5:**

Since 1992 when the government produced the Government White Paper which endorsed many of your commission's recommendations, by this year of 2011 it is now nineteen years ago. What is your opinion concerning the implementation of the endorsed recommendations?

***Answer:***

- Let me start by talking briefly about what was not endorsed by the 1992 Government White Paper. The Commission had recommended eight (8) years of primary education. This was endorsed by the government, but up to now it has never been implemented. I feel this was due to the financial implication of the recommendation because there are over 20,000 primary schools in the country. If that recommendation had been implemented, it would mean adding a classroom to each of those 20,000 primary schools.

It would also mean an increase of teachers and more funds for their salaries and also more teaching and learning materials.

Coming to what was endorsed and implemented, I am happy that many recommendations had been implemented, although in some of them there has been a difference in approach. For example, the commission had recommended a gradual implementation of UPE but this was not done. In 1996 political campaigns, President Yoweri Kaguta Museveni promised the introduction of Universal Primary Education (UPE) to start wholesale from 1997.

Secondly, although the government endorsed the recommendation of vocational and comprehensive secondary schools to achieve the commission's idea of job creation, other than job seeking, in practice, this has not been achieved. One sees more of the general secondary schools of the past, which still emphasize academic education at the expense of vocational education.

**Question 6:**

What would be your opinion about the life of the recommendations of an education commission?

**Answer:**

- Ideally, ten years would be the minimum but usually that minimum is exceeded due many times to the political atmosphere.

Looking into the history of Uganda's education development, the first education commission was called the 1924/25 Phelps Stokes Commission.

A review of the recommendations of the 1924/25 Phelps Stokes Commission was made by the 1940 Thomas Education Committee that is after fifteen years. After Uganda government got her independence in 1962, the new independent government set up the 1963 Castle Education Commission of which I was a member. A new Education Commission should have been established in 1973. But that was immediately after Idi Amin had taken over political power. His concern was

more of consolidating his political position than looking at the trend of education in the country. After a period of fourteen years, a new education commission was appointed in 1977 of which I was the chairperson but due to the political situation, the government could not consider our report.

Since the National Education Policy Review Commission was appointed in 1987, it is now 24 years. By this year of 2011, I feel it is now time to appoint a new national education commission because new developments have come about in our societies which require to be accommodated by the national education system. For example, the population has tremendously increased; we also need to apply the developed technology. There is also need to produce a new ethos (new standards) of a Ugandan personality and to consolidate it.

**Question 7:**

What message would you give a new National Education Commission if it was formed?

**Answer:**

- A new education commission should devise ways and means of teaching students to apply the developed technology geared towards solving society's needs.
- How to develop a new ethos geared towards achieving patriotism.
- That UPE is fully and perfectly implemented. For example, one of the problems which the Uganda society is facing today is lack of energy for people's domestic use.

At the moment, trees are being destroyed at a fantastic speed and within fifty years, it may be difficult to see trees existing in this country. Yet there is already developed technology through the use of biogas, which every home in Uganda could use without cutting trees. This is turning theory into practice.

There is also the philosophy of thought which is known as Essentialism which asserts that it is essential to give students relevant knowledge which they should readily use to solve society's problems.

The above was the encounter of the researcher with the late

Prof. William Senteza Kajubi (RIP) on Tuesday the 18<sup>th</sup> October, 2011.

## APPENDIX D

### Work time schedule

| MONTHS AND YEAR  | ACTIVITY   | CHAPTER                | PARTICIPANTS  |
|------------------|--|------------------------|---|
| Aug-Dec. 2010    | Working on interview schedules, observation checklist and questionnaires<br><br>Piloting the questions |                        | Researcher and the Supervisor<br><br>Peer review of the questions |
| Jan- March 20 11 | Field Data collection  |                        | Researcher and the assistant researcher                           |
| April- May 20 11 | Reviewing the questionnaires, field data-coding, editing.  |                        | Researcher and the Supervisor                                     |
| June-Aug2011     | Documentary reviews and writing  | Introductory Chapter 1 | Researcher and the Supervisor                                     |
| Sept –Dec. 20 11 | Documentary reviews and writing  | Chapters 2& 3          | Researcher and the Supervisor                                     |
| Jan -April 20 12 | Writing  | Chapters 4&5           | Researcher and the Supervisor                                     |



|               |   |  |   |
|---------------|---|--|---|
| May-Aug. 2012 | Reading, Writing, proof reading, crosschecking with other writers/scholars. |  | Researcher and the Supervisor and other Scholars. |
| Oct. 2012     | Submitting  |  | Researcher  |

NB: Changes in this work time schedule were subjected to unforeseen circumstances.

## APPENDIX E

### PhD. RESEARCH BUDGET FOR THREE YEARS

#### STUDENT - HERBERT SEKANDI

| ITEMS  | QTY | \$ UNIT PRICE | TOTAL US \$ | REMARKS   |
|--|-----|---------------|-------------|-----------|
| Scholarly Materials                          |     |               | \$4600      | Estimated |
| Meals and Accommodation                      |     |               | \$4400      | Estimated |
| Publication of Research Findings             |     |               | \$4200      | Estimated |
| Conference Representation                    |     |               | \$2600      | Estimated |
| Communication: Fax, telephone, Internet etc. |     |               | \$1300      | Estimated |
| Fuel and Travel                              |     |               | \$3000      | Estimated |
| Tuition Fees per Annum                       |     |               | \$12,000    | Estimated |
| Consultative Meetings                        |     |               | \$2600      | Estimated |

|                           |  |  |          |           |
|---------------------------|--|--|----------|-----------|
| Stationer and Secretarial |  |  | \$1400   | Estimated |
| Miscellaneous             |  |  | \$1500   | Estimated |
| Total                     |  |  | \$37,600 | Estimated |

## **APPENDIX F**

### **INTERVIEW GUIDE FOR MINISTERIAL OFFICIALS**

#### **Management and Administration through Communication**

1. The National Education Policy Review Commission Report of 1989 suggested a number of adjustment programmes in secondary schools which were later enshrined in the Government White Paper of 1992; do you include these adjustment programmes in your activities?
2. How do you communicate to stakeholders including DEOs, BOGs, PTAs, head teachers and teachers whenever a new policy is formulated?
3. Do you conduct workshops for stakeholders including DEOs, BOGs, PTAs, head teachers and teachers whenever a new policy is formulated for sensitization?
4. Do you use the mass media to sensitize all the stakeholders (parents) once new policies are formulated and make a follow-up to ensure effective implementation?
5. Do you use the mass media for feedback from all interest groups including stakeholders (parents) regarding the implementation of policies and the status of their success?
6. In your communication to your subordinates, how do you convey information to individuals who may not directly be under you in hierarchy?

### **Management and Administration through Decision-making**

1. Do you have any policy on decision-making? Do you think it relates to the recommendations of the National Education Policy Review Commission Report of 1989?

2. Do you have a policy on decision-making which involves all the concerned people in the system and do you normally consult with them before any decision made?
3. Do you normally consult stakeholders before decisions are taken, following the guidelines provided by the policy?
4. Do you seek the views of stakeholders (parents) before a new policy is formulated? How do you seek their views?
5. How do you seek the views of groups of people affected by the policy before implementing that policy?

### **Management and Administration through Motivation**

1. Do you have a policy on motivation for the employees in the ministry? Do you think it is in line with the recommendations of the National Education Policy Review Commission Report of 1989?
2. Do you involve stakeholders in the issues concerning them especially their welfare as a way of motivating them?
3. Do you recognize the efforts of individuals or schools who/which excel in the implementation of new programmes as a way of motivating them?

## **Curriculum Development**

1. Do you understand the adjustment programmes regarding curriculum development? Do you think it relates to the recommendations of the National Education Policy Review Commission Report of 1989?
2. How do you involve all groups of people in curriculum development?
3. Do you think the National Curriculum Development Centre (NCDC) works with all the stakeholders (parents) regarding curriculum development?
4. How appropriate is the current curriculum in catering for all the needs of stakeholders?

## **Evaluation Methods**

1. Do you understand the adjustment programmes regarding evaluation methods, which were suggested in the National Education Policy Review Commission Report of 1989 and in the 1992 Government White Paper adjustment programmes in secondary schools?
2. Do you work with all stakeholders (parents) to ensure the implementation of progressive evaluation?
3. Do you conduct workshops and seminars to seek views of all stakeholders (parents) regarding the implementation of progressive evaluation?

4. Do you conduct workshops and seminars to seek the views of stakeholders (parents) on summative evaluation?
5. Do you think summative evaluation methods are supported by stakeholders including teachers?

## **APPENDIX G**

### **INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICERS (DEOs)**

#### **Management and Administration through Communication**

1. The National Education Policy Review Commission Report of 1989 suggested a number of adjustment programmes in secondary schools which were later enshrined in the Government White Paper of 1992 do you include these adjustment programmes in your activities?
2. How do you communicate to stakeholders including BOGs, PTAs, head teachers and teachers whenever a new policy is formulated?
3. What method of communication do you use and how effective are those methods?
4. In your communication to your subordinates, how do you convey information to individuals who may not directly be under you in hierarchy?

#### **Management and Administration through Decision-making**

1. Do you have any policy on decision-making? Do you think it relates to the recommendations of the National Education Policy Review Commission Report of 1989?

2. Do you have a policy on decision-making which involves all the concerned people in the system and you normally consult with them before any decision is passed?
3. Do you normally consult before a decision is taken, following the guidelines provided by the policy system?
4. Do you seek the views of all stakeholders (parents) before a new policy is formulated? How do you seek their views?
5. How do you seek views of all groups of people affected by the policy before implementing a new policy?

### **Management and Administration through Motivation**

1. Do you have a policy on motivation? Do you think it is in line with the recommendations of the National Education Policy Review Commission Report of 1989?
2. Do you involve all stakeholders in all issues concerning them especially their welfare as a way motivating them?
3. Do you recognize the efforts of individuals or schools who/which excel in the implementation of new programmes as a way of motivating them?
4. Do you have a policy on motivation of all employees in the ministry as well as stakeholders?



## **Curriculum Development**

1. Do you understand the adjustment programmes regarding curriculum development? Do you think it relates to the recommendations of the National Education Policy Review Commission Report of 1989?
2. How do you involve all groups of people in curriculum development?
3. Do you think the national curriculum development centre works with all the stakeholders (parents) regarding curriculum development?
4. How appropriate is the current curriculum in catering for all the needs of stakeholders?

## **Evaluation Methods**

1. Do you understand the adjustment programmes regarding evaluation methods, which were suggested in the National Education Policy Review Commission Report of 1989 and in the 1992 Government White Paper structural adjustment programmes in secondary schools?
2. Do you work with all stakeholders (parents) to ensure the implementation of progressive evaluation?
3. Do you conduct workshops and seminars to seek views of all stakeholders (parents) regarding the implementation of progressive evaluation?
4. Do you conduct workshops and seminars to seek the views of stakeholders (parents) on summative evaluation?
5. Do you think summative evaluation methods are supported by all stakeholders including teachers?

## APPENDIX H

### Questionnaire for Chairpersons Boards of Governors (BOGs)

Dear respondent,

An academic study is being conducted on the participation of stakeholders in the implementation of adjustment programmes in Uganda's secondary school sector. In your position as a Chairperson of a Secondary School (B.O.G), you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All this information given will be treated confidentially for purely educational purposes. Thank you so much for your contribution.

#### A: BIODATA

i. District ..... (please specify)

ii. Sex of respondent

Male

Female

iii. Period of service (years)

Less than 1 year

1-2 years

3-4 years

5-6 years

7-8 years

More than 8 years

B. Answer the following questions as concisely and honestly as possible.

## Management and Administration

1. As a chairperson of a secondary school B.O.G, how do you communicate to your head teacher and other members of staff including those on your board?

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

2. How effective is your communication with the head teacher of that school and other members of staff including those on your board?

|                  |                          |
|------------------|--------------------------|
| Very effective   | <input type="checkbox"/> |
| Effective        | <input type="checkbox"/> |
| Rarely effective | <input type="checkbox"/> |
| Not effective    | <input type="checkbox"/> |

3. Elaborate your answer in (2) above

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

4. How does the head teacher of that school communicate to you?

|                 |                          |
|-----------------|--------------------------|
| Letter writing  | <input type="checkbox"/> |
| Telephone bills | <input type="checkbox"/> |
| SMS Messages    | <input type="checkbox"/> |
| Fax             | <input type="checkbox"/> |
| E-Mail          | <input type="checkbox"/> |
| Face-to-face    | <input type="checkbox"/> |

Other, specify .....

5. Are you comfortable with the way he/she communicates to you?

Yes  No

6. Elaborate your answer in (5) above

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

7. Does your school management policy include decision-making?

Yes  No

8. If yes, how does it work?

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

9. Is it participatory?

Yes  No

10. If yes, whom does it involve?

- Everybody in the system
- Stakeholders
- Parents
- Religious and local leaders

11. Support your answer in (10) above

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

12. Does your school management have other modes of decision-making?

Yes  No

13. If yes, what are they?

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

14. How do they work?

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

15. How do you and your Board members like the policy?

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

16. How do you generally evaluate it in relation to the entire system of education?

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

17. Does your school have a policy on motivation?

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

18. How much has the motivation policy, contributed to the effectiveness of the head teacher and other members of staff?

|           |                          |
|-----------|--------------------------|
| Very Much | <input type="checkbox"/> |
| Much      | <input type="checkbox"/> |
| Moderate  | <input type="checkbox"/> |
| Not Much  | <input type="checkbox"/> |
|           | <input type="checkbox"/> |

Not Very Much

19. Elaborate your answer in (18) above

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

20. Which one of the three is more effective to your school management?

Moral satisfaction reward

Tangible reward

Both moral and tangible reward

21. Elaborate your answer (20) above

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

### Curriculum Development

1. Does your school have a policy on curriculum development?

Yes

No

2. If yes, how does it work?

.....  
.....

.....

3. Are the board members involved in curriculum implementation?

Yes  No

4. If yes, how much are they involved?

Very much

Much

Not at all

5. Elaborate your answer in (4) above.

.....

.....

.....

### Evaluation Methods

1. Does your school have a policy on evaluation (Examination)?

Yes  No

2. If yes, how does it work?

.....

.....

.....

3. Who is involved in evaluation implementation?

Everybody in the system

Stakeholders

Parents

Local and religious leaders

4. Which of the following evaluation methods is used in your secondary school?

Summative

Formative

Progressive assessment

Other.....

5. Are there any problems experienced during evaluation implementation?

Yes  No

6. If yes, what are they?

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

7. How do you solve such problems?

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

8. How do you work with UNEB towards solving such problems?

Very well  Well



Moderate

Not well

9. Elaborate your answer in (8) above

.....  
.....

### APPENDIX I

## Questionnaire for Chairpersons Parents and Teachers Associations, (PTAs)

Dear respondent,

An academic study is being conducted on the participation of stakeholders in the implementation of adjustment programmes in Uganda’s secondary school sector. In your position as a Chairperson of a Secondary School (PTA), you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All this information given will be treated confidentially for purely educational purposes. Thank you so much for your contribution.

### A: BIODATA

iv. District ..... (please specify)

v. Sex of respondent

Male

Female

vi. Period of service (years)

|                  |                          |                   |                          |
|------------------|--------------------------|-------------------|--------------------------|
| Less than 1 year | <input type="checkbox"/> | 1-2 years         |                          |
| 3-4 years        | <input type="checkbox"/> | 5-6 years         | <input type="checkbox"/> |
| 7-8 years        | <input type="checkbox"/> | More than 8 years | <input type="checkbox"/> |

**B.** Answer the following questions as concisely and honesty as possible.

### Management and Administration

1. As a chairperson of a secondary school PTA, how do you communicate to your head teacher and other members of staff including those on your committee?

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

2. How effective is your communication with the head teacher of that school and other staff members including those on your committee?

|                  |                          |
|------------------|--------------------------|
| Very effective   | <input type="checkbox"/> |
| Effective        | <input type="checkbox"/> |
| Rarely effective | <input type="checkbox"/> |
| Not effective    | <input type="checkbox"/> |

3. How does the head teacher of that school communicate to you?

|                 |                          |
|-----------------|--------------------------|
| Letter writing  | <input type="checkbox"/> |
| Telephone bills | <input type="checkbox"/> |
| SMS Messages    | <input type="checkbox"/> |
|                 | <input type="checkbox"/> |

Fax

E-Mail

Face – to-face

Other, specify .....

4. Are you satisfied with the way he/she communicates to you?

Yes

No

5. Elaborate your answer in (5) above.

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

6. Does your school management include policy on decision-making?

Yes

No

7. If yes, how does it work?

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

8. Is it participatory?

Yes

No

9. If yes, whom does it involve?

Everybody in the system

Stakeholders

Parents

Religious and local leaders

10. Elaborate your answer in (10) above

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

11. Does your school management have other modes of decision-making?

Yes  No.

12. If yes, what are they?

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

13. How do they work?

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

14. How much does the decision-making policy motivate you in particular and your association in general?

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

15. How do you generally evaluate it in relation to entire school system?

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

16. Does your school have a policy on motivation?

Yes  No

17. How do you handle the interests of the head teacher and other members of staff?

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

18. How much has your motivation program contributed to the effectiveness of your head-teacher and other members of staff?

|               |                          |
|---------------|--------------------------|
| Very Much     | <input type="checkbox"/> |
| Much          | <input type="checkbox"/> |
| Moderate      | <input type="checkbox"/> |
| Not Much      | <input type="checkbox"/> |
| Not Very Much | <input type="checkbox"/> |

19. Elaborate your answer in (18) above.

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

20. Which one of the three is more effective to your school management?

|                              |                          |
|------------------------------|--------------------------|
| Intrinsic motivation         | <input type="checkbox"/> |
| Extrinsic motivation         | <input type="checkbox"/> |
| Both intrinsic and extrinsic | <input type="checkbox"/> |

21. Support your answer in (20) above

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

## Curriculum Development

1. Does your school have a policy on curriculum development?

Yes  No

2. If yes, how does it work?

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

3. Are the PTA members involved in policy implementation?

Yes  No

4. If yes, how much are they involved?

Very much   
Much   
Not much

5. Elaborate your answer in (4) above.

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

## Evaluation Methods

1. Does your school have a policy on evaluation (Examination)?

Yes  No

2. If yes, how does it work?

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

3. Are the PTA members involved in evaluation implementation?

Yes  No

4. If yes, how much are they involved?

Very much   
Much   
Moderate   
Not at all

5. Elaborate your answer in (4) above.

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

6. How effective is this method in your school?

Very effective  Effective   
Rarely Effective  Not effective

7. Elaborate your answer in (6) above.

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

## **APPENDIX J**

### **Questionnaire for head teachers**

Dear respondent,

An academic study is being conducted on the participation of stakeholders in the implementation of adjustment programmes in Uganda's secondary school sector. In your position as a head teacher, you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All this information given will be treated confidentially for purely educational purposes. Thank you so much for your contribution.



## A: BIODATA

i. District .....(please specify)

ii. Sex of respondent

Female

Male

iii. Period of service (years)

Less than 1 year

1-3 years

4-6 years

7-9 years

10 + years

B. Answer the following questions as concisely and honesty as possible.

### Management and Administration

1. As a secondary school teacher, how do you communicate to your superiors?

.....  
.....

2. How effective is your communication with your superiors?

Very effective  Effective

Rarely effective  Not effective

3. Elaborate your answer in (2) above

.....  
.....

4. How do your superiors in the school communicate to you?

.....  
.....

5. Are you comfortable with the way they communicate to you?

Yes  No

6. Support your answer in (5) above

.....  
.....

7. Does your school management policy include decision-making?

Yes  No

8. If yes, how does it work?

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

9. Is it participatory?

Yes  No

10. If yes, whom does it involve?

Everybody in the system

Stakeholders

Parents

Religious and local leaders

11. Elaborate your answer in (10) above

.....  
.....

12. Does your school management have other modes of decision-making?

Yes  No

13. If yes, what are they?

.....  
.....

14. How do they work?

.....  
.....

15. Do you think involving school members in decision-making can add value to the effectiveness of your leadership?

Yes  No

16. Elaborate your answer in (15) above

.....  
.....

17. How much has the decision-making policy, motivated your subordinates?

.....  
.....

18. Do you think your subordinates could be more effective at work when you direct and command them to do so, than when you simply ask them to?

Yes  No

19. Elaborate your answer in (17) above

.....  
.....

20. How do you handle different interests of your subordinates?

.....  
.....

21. How much has your motivation programme contributed to the effectiveness of your school management?

|               |                          |
|---------------|--------------------------|
| Very Much     | <input type="checkbox"/> |
| Much          | <input type="checkbox"/> |
| Moderate      | <input type="checkbox"/> |
| Not Much      | <input type="checkbox"/> |
| Not Very Much | <input type="checkbox"/> |

22. Elaborate your answer in (21) above

.....  
.....

23. Which one of the three more effective to your school management?

|                                |                          |
|--------------------------------|--------------------------|
| Moral reward                   | <input type="checkbox"/> |
| Tangible reward                | <input type="checkbox"/> |
| Both moral and tangible reward | <input type="checkbox"/> |

24. Support your answer in (23) above.

.....  
.....

25. What is your opinion about listening to staff and students' ideas and leading according to them simply compromises your position as a school head?

.....  
.....

26. Can you push for achievement of set goals without adequate funding?

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

Yes

No

27. Elaborate your answer in (26) above

.....  
.....

28. Do you appreciate the presence of PTA in your school?

Yes  No

29. Support your answer in (28) above

.....  
.....

30. Do you appreciate the presence of BOGs in your school?

Yes  No

31. Elaborate your answer in (30) above.

.....  
.....

32. Can your relationship with students and members of staff, affect school performance?

Yes  No

33. Support your answer in (31) above

.....  
.....

34. Do you agree that one does not need to closely supervise staff members in order for them to perform as desired?

Yes  No

35. Elaborate your answer in (34) above.

.....  
.....

36. Is your staff members' personal and professional development desirable to you in that it can help your effectiveness to achieve your desired goals?

No  Yes

37. Elaborate your answer in (35) above.

.....  
.....

### Curriculum Development

1. Does your school have a policy on curriculum development?

Yes  No

2. If yes, how does it work?

.....  
.....

3. Who is involved in curriculum development implementation in your school?

- a. Everybody in the system
- b. Stakeholders
- c. Parents
- d. Religious and local leaders

4. How do you assess curriculum development implementation in your school?

.....  
.....

5. Is your school curriculum designed towards achieving a balanced student?

Yes  No

6. If yes, what are its dimensions?

.....  
.....

7. How much is your B.O.G committed in curriculum development implementation?

Very much   
Much   
Moderate   
Rarely   
Not at all

8. Support your answer in (7) above.

.....  
.....

How much is your PTA committed in curriculum development implementation?

Very much   
Much   
Moderate   
Rarely   
Not at all

9. What is our overview on curriculum implementation as far as effectiveness of your work is concerned?

.....  
.....

### Evaluation Methods

1. Does your school have a policy on evaluation?

Yes  No

2. If yes, how does it work?

.....  
.....

3. Who is involved in your school's evaluation implementation?

Everybody in the system   
Stakeholders   
Parents   
Religious and local leaders

4. How do you assess the implementation of your school examination system?

.....  
.....

5. Is it effective?

Yes  No



6. If not, what is lacking?

.....  
.....

7. How much is UNEB involved in the examination system in your school?

- Very much
- Much
- Moderate
- Rarely
- Not at all

8. Support your answer in (7) above.

.....  
.....

## **APPENDIX K**

### **Questionnaire for teachers**

Dear respondent,

An academic study is being conducted on the participation of stakeholders in the implementation of adjustment programmes in Uganda's secondary school sector. In your position as a secondary school deputy head teacher/staff member, you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All this information given will be treated confidentially for purely educational purposes. Thank you so much for your contribution.

**A: BIODATA**

i. District.....(please specify)

ii. Sex of respondent

Female  Male

iii. Designation:

Member of teaching staff

Other (specify) .....

iv. Period of service (years)

Less than 1 year  1-3 years   
4-6 years  7-9 years   
10+ years

**B.** Answer the following questions as concisely and honesty as possible.

**Management and Administration**

1. As a secondary school teacher, how do you communicate to your superiors?

.....  
.....

2. How effective is your communication with your superiors?

Very effective  Effective   
Rarely effective  Not effective

3. Support your given answer in (2) above

.....  
.....

4. How do your superiors in school, communicate to you?

.....  
.....

5. Are you comfortable with the way they communicate to you?

Yes  No

6. Elaborate your answer in (5) above.

.....  
.....

7. How do you communicate with your head teacher?

Very well  Well   
Fairly well  Not well

8. Elaborate your answer in (7) above.

.....  
.....

9. Does your school management include decision-making?

Yes  No

10. If yes, how does it work?

.....  
.....

11. Is it participatory?

Yes  No

12. If yes whom does it involve?

Everybody in the system

Stakeholders

Parents

Religious and local leaders

13. Elaborate your answer in (12) above.

.....  
.....

14. Does your school management have other modes of decision-making?

Yes  No

15. If yes, what are they?

.....  
.....

16. How do they work?

.....  
.....

17. Do you think involving teachers in decision-making can add value to the effectiveness of your superiors?

Yes  No

18. Elaborate your answer in (17) above.

.....  
.....

19. How much has the decision-making policy motivated you as a teacher?

.....  
.....

20. Which one of the two would you prefer while performing your duties?

Directed  Requested

21. Elaborate your answer in (20) above.

.....  
.....

22. What kind of motivation do you expect from your superiors?

.....  
.....

23. How has your superiors' motivation program contributed to the effectiveness of your work?

Very much  Much   
Not much  Not very much

24. Elaborate your answer in (23) above.

.....  
.....

25. Which one of the three is more supportive to the effectiveness of your work?

Moral reward   
Tangible reward   
Both moral and tangible reward

26. Elaborate your answer in (25) above.

.....  
.....

27. Do you think that listening to students' ideas and handling them according to those ideas compromises your position as a teacher?

Yes  No

28. Elaborate your answer in (27) above.

.....

29. Can you push for achievement of set goals without enough students' cooperation?

Yes  No

30. Elaborate your answer in (29) above.

.....  
.....

31. Do you appreciate the presence of BOG in your school?

Yes  No

32. Elaborate your answer in (31) above.

.....  
.....

33. Do you appreciate the presence of PTA in your school?

Yes  No

34. Elaborate your answer in (33) above.

.....  
.....

## Curriculum Development

1. Does your school have a policy on curriculum development?

Yes  No

2. If yes, how does it work?

.....  
.....

3. Who is involved in curriculum development in your school?

- a. Everybody in the system
- b. Stakeholders
- c. Parents
- d. Religious and local leaders

4. How is curriculum development implementation assessed in your school?

.....  
.....

5. Is curriculum designed towards achieving a balanced student?

- Yes  No

6. If yes, what are its dimensions?

.....  
.....

## Evaluation Methods

1. Does your school have a policy on evaluation?

- Yes  No

2. If yes, how does it work?

.....  
.....

3. Who is involved in its implementation?

- Everybody in the system



Stakeholders

Parents

Religious and local leaders

4. Which of the following evaluation methods is used in your school?

Summative

Formative

Progressive assessment

Other

5. Are there any problems experienced during evaluation implementation?

Yes

No

6. If yes, what are they?

.....  
.....

7. What do you think could be the remedy to such problems?

.....  
.....

8. How positive is UNEB towards solving such problems?

Very positive

Positive

Moderate

Not positive

9. Elaborate your answer in (8) above.

.....

.....

10. Are members of staff allowed to contribute towards solving such problems?

Yes

No

11. If yes, how much are they involved?

Very much

Much

Moderate

Not much

12. Elaborate your answer in (11) above.

## **APPENDIX L**

### **Questionnaire for parents**

Dear respondent,

An academic study is being conducted on the participation of stakeholders in the implementation of adjustment programmes in Uganda's secondary school sector. In your opinion as a parent, you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All this information given will be treated confidentially for purely educational purposes. Thank you so much for your contribution.

## SECTION A: BIODATA

i. District ..... (please specify)

ii. How long have you been a parent in this school (years)?

|                  |                          |           |                          |
|------------------|--------------------------|-----------|--------------------------|
| Less than 1 year | <input type="checkbox"/> | 1-3 years | <input type="checkbox"/> |
| 4-6 years        | <input type="checkbox"/> | 7-9 years | <input type="checkbox"/> |
| 10+ years        | <input type="checkbox"/> |           |                          |

## SECTION B

1. How many children do you have in this school?

|       |                          |     |                          |          |                          |
|-------|--------------------------|-----|--------------------------|----------|--------------------------|
| Boys  | <input type="checkbox"/> | Day | <input type="checkbox"/> | Boarding | <input type="checkbox"/> |
| Girls | <input type="checkbox"/> | Day | <input type="checkbox"/> | Boarding | <input type="checkbox"/> |

2. Are you a member of?

|                   |                          |
|-------------------|--------------------------|
| B.O.G             | <input type="checkbox"/> |
| PTA               | <input type="checkbox"/> |
| None of the above | <input type="checkbox"/> |

3. If yes, for how long (years)?

|                  |                          |           |                          |
|------------------|--------------------------|-----------|--------------------------|
| Less than 1 year | <input type="checkbox"/> | 1-3 years | <input type="checkbox"/> |
| 4-6 years        | <input type="checkbox"/> |           |                          |

4. How is your relationship with the school administration and management?

|           |                          |
|-----------|--------------------------|
| Very good | <input type="checkbox"/> |
|-----------|--------------------------|

Good

Fairly good

Not good

5. Elaborate your answer in (4) above.

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

6. What is your contribution to the status of the school administration and management concerning its effectiveness?

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

7. What is your comment on what is being offered at the school in terms of subjects?

Very good

Good

Fairly good

Not good

8. Support your answer in (7) above.

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

9. Are you happy with the way students are being examined or assessed in the schools?

Very happy

Happy

Fairly happy

Not happy

10. Elaborate your answer in (9) above.

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

11. Are you invited to attend school meetings in your capacity as a parent?

Yes

No

12. If yes, how much are you involved in decision-making?

Very much

Much

Fairly much

Not much

13. Support your answer in (12) above.

.....  
.....

14. How much are you involved in the implementation of school reforms?

Very much

Much

Fairly much

Not at all

15. Support your answer in (14) above.

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

16. What comments would you like to give to the ministry of education and sports in particular and to the government in general concerning policy formation and implementation, vis-à-vis the effectiveness of education programs?

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

**APPENDIX M**

**Questionnaire for religious leaders**

Dear respondent,

An academic study is being conducted on the participation of stakeholders in the implementation of adjustment programmes in Uganda's secondary school sector. In your opinion as a religious leader, you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All this information given will be treated confidentially for purely educational purposes. Thank you so much for your contribution.

## SECTION A: BIODATA

i. District ..... (please specify)

ii. For how long have you been in this service?

Less than 1 year

1-3 years

4-6 years

7-9 years

10+ years

## SECTION B

Answer the following questions as concisely and honestly as possible:

### Management and Administration

1. Besides being a clergy, are you directly or indirectly related to any secondary school(s) in the area of your jurisdiction?



Yes

No

2. If yes in which capacity?

.....  
.....

3. How is your relationship with the school administration and management?

Very good

Fairly good

Good

Not good

4. Elaborate your answer in (3) above

.....  
.....

5. What is your contribution to the status of the school administration and management, in relation to its effectiveness?

.....  
.....

## Curriculum Development

1. What is your comment on what is being offered at the school, in terms of subjects?

Very good

Fairly good

Good

Not good

2. Support your answer in (6) above

.....  
.....

## Evaluation Methods

1. Are you happy with the way students are being examined or assessed in the school(s)?

|            |                          |             |                          |
|------------|--------------------------|-------------|--------------------------|
| Very happy | <input type="checkbox"/> | Fairy happy | <input type="checkbox"/> |
| Happy      | <input type="checkbox"/> | Not happy   | <input type="checkbox"/> |

2. Elaborate your answer in (8) above

.....

.....

## Decision-making

1. Are you invited to attend school meetings?

|     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

2. If yes, how much are you involved in decision-making?

|           |                          |             |                          |
|-----------|--------------------------|-------------|--------------------------|
| Very much | <input type="checkbox"/> | Fairly much | <input type="checkbox"/> |
| Much      | <input type="checkbox"/> | Not much    | <input type="checkbox"/> |

3. Support your answer in (11) above

.....

.....

4. How much are you involved in the implementation of school reforms?

|           |                          |             |                          |
|-----------|--------------------------|-------------|--------------------------|
| Very much | <input type="checkbox"/> | Fairly much | <input type="checkbox"/> |
| Much      | <input type="checkbox"/> | Not at all  | <input type="checkbox"/> |

5. Elaborate your answer in (13) above

.....  
.....

6. What comments would you like to make to the Ministry of Education and Sports in particular and to the government in general, concerning policy formulation and policy implementation, vis-à-vis the effectiveness of education programmes?

.....  
.....

## APPENDIX N

### Questionnaire for local leaders

Dear Respondent,

An academic study is being conducted on the participation of stakeholders in the implementation of adjustment programmes in Uganda's secondary school sector. In your opinion as a local leader, you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All this information given will be treated confidentially for purely educational purposes. Thank you so much for your contribution.

### SECTION A: BIODATA

i. District ..... (please specify)

ii. What is your level of leadership?

.....

iii. For how long have you been in this service?

Less than 1 year

1-3 years

4-6 years

7-9 years

10+ years

## SECTION B

Answer the following questions as concisely and honestly as possible:

### Management and Administration

1. Besides being a local leader are you directly or indirectly related to any secondary school(s)?

Yes

No

2. If yes, in which capacity?

.....  
.....

3. How is your relationship with the school administration and management?

Very good

fairly good

Good

Not good

4. Elaborate your answer in (3) above

.....  
.....

5. What is your contribution to the status of the school administration and management, as regards its effectiveness?

.....  
.....

## Curriculum Development

1. What is your comment on what is being offered at the school, in terms of subject?

|             |                          |          |                          |
|-------------|--------------------------|----------|--------------------------|
| Very good   | <input type="checkbox"/> | Good     | <input type="checkbox"/> |
| Fairly good | <input type="checkbox"/> | Not good | <input type="checkbox"/> |

2. Support your answer in (6) above

.....

.....

## Evaluation Methods

1. Are you happy in the way students are being examined or assessed in the school(s)?

|              |                          |           |                          |
|--------------|--------------------------|-----------|--------------------------|
| Very happy   | <input type="checkbox"/> | Happy     | <input type="checkbox"/> |
| Fairly happy | <input type="checkbox"/> | Not happy | <input type="checkbox"/> |

2. Elaborate your answer in (8) above

.....

.....

## Decision -making

1. Are you invited to attend school meetings?

|     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

2. If yes, how much are you involved in decision-making?

|           |                          |      |                          |
|-----------|--------------------------|------|--------------------------|
| Very much | <input type="checkbox"/> | Much | <input type="checkbox"/> |
|-----------|--------------------------|------|--------------------------|

Fairly much  Not much

3. Support your answer in (11) above

.....  
.....

4. How much are you involved in the implementation of school reforms?

Very much  Much

Fairly much  Not much

5. Elaborate your answer in (13)

.....  
.....

6. As a local leader in general, what comments would you like to make to the Ministry of Education and Sports in particular and to the government in general, concerning policy formulation and policy implementation, vis-à-vis the effectiveness of education programmes?

.....  
.....

## APPENDIX O

### COMPUTATION OF RELIABILITY OF COEFFICIENTS FOR THE ADMINISTERED INSTRUMENTS

#### TABLE O.1 RESULTS OF RELIABILITY ANALYSIS FOR MINISTERIAL OFFICIALS QUESTIONNAIRE

| Item  | Scale mean if item deleted | Cronbach's Alpha if item deleted |
|---|----------------------------|----------------------------------|
| You completely understand the structural adjustment programmes which were suggested in the National Education Policy Review Commission Report of 1989 on the adjustment programmes in secondary schools and later on in the Government White paper of 1992 and you have been actively involved in sensitizing all stakeholders in their implementation. | 65.77                      | .846                             |
| Whenever a new programme is formulated, you normally communicate to all stakeholders including DEOs, BOGs, PTAs, head teachers and teachers through circulars.  | 57.31                      | .846                             |
| Whenever a new programme is formulated, you normally communicate to all stakeholders including DEOs, BOGs, PTAs, head teachers and teachers through workshops.  | 78.00                      | .832                             |
| You normally hold sensitization programmes through the mass media to sensitize all stakeholders, once new programmes are formulated and make a follow-up to ensure effective implementation.  | 67.08                      | .831                             |
| You use the mass media for feedback from all interest groups including stakeholders regarding the implementation of programmes and the status of their success.   | 45.85                      | .839                             |
| In your communication to your subordinates, you convey information to any individual who may not directly be under you in hierarchy.  | 54.08                      | .785.785                         |
| You completely understand the adjustment programmes regarding decision-making, which were suggested in the 1989 National Education Policy Review Commission Report on the adjustment programmes in secondary schools and later on in the  | 75.15                      | .834                             |

|   |       |      |
|---|-------|------|
| Government White Paper of 1992 and you have been actively involved in sensitizing all stakeholders on their implementation.   |       |      |
| You have a policy on decision-making which involves all concerned people in the system and normally consult with them before any decision is made.  | 65.46 | .772 |
| For issues which are contained in policy decision is normally taken following the guidelines provided by the policy without consulting anyone in the system.  | 85.46 | .794 |
| You normally conduct workshops and a seminar to seek the views of all stakeholders (local and religious leaders) before a new programme is formulated.  | 65.77 | .831 |
| You normally carry out talk shows on radios, TV stations and write articles in papers, seeking views of all interested groups before implementing a new programme.  | 76.23 | .846 |
| You completely understand the adjustment programmes regarding motivation, which were suggested in the National Education Policy Review Commission Report of 1989 and in the 1992 Government White Paper on adjustment programmes in schools and you, have been engaged in motivating employees. | 57.31 | .846 |
| You normally involve all stakeholders in all issues concerning them especially their welfare as a way to motivate them.   | 68.00 | .856 |
| You recognize the efforts of individuals or schools who/which excel in the implementation of new programmes as a way of motivating them.  | 77.08 | .832 |
| You completely understand the adjustment programmes regarding curriculum development.   | 45.85 | .631 |



|  |       |             |
|--|-------|-------------|
| You normally conduct workshops and seminars to seek the views of all stakeholders regarding curriculum development.  | 74.08 | .836        |
| The National Curriculum Development Centre (NCDC) works with all the stakeholders (parents, local and religious leaders) regarding curriculum development.   | 75.15 | .785        |
| The current curriculum for secondary schools in the most appropriate since it caters for all the needs of stakeholders (parents).  | 85.46 | .734        |
| You completely understand the adjustment programmes regarding evaluation methods, which were suggested in the National Education Policy review Commission Report of 1989 and the 1992 Government White Paper in Uganda's secondary schools sector. | 55.46 | .732        |
| You have worked with all stakeholders to ensure the implementation of evaluation.  | 37.31 | .646        |
| You have held workshops and seminars to seek views of all stakeholders regarding implementation of evaluation.   | 78.00 | .896        |
| You have held workshops and seminars to seek the views of stakeholders on summative evaluation.  | 47.08 | .732        |
| <b>Overall value of Cronbach's Alpha</b>   |       | <b>.834</b> |

**TABLE O.2 RESULTS OF RELIABILITY ANALYSIS FOR BOGS QUESTIONNAIRE**

| <b>Item</b>  | <b>Scale mean if item deleted</b> | <b>Cronbach's Alpha if item deleted</b> |
|--|-----------------------------------|---|
| Sex of the respondent  | 25.60                             | .711                                    |
| Period of service  | 23.20                             | .721                                    |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; face to face? | 26.10                             | .715                                    |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; writing?      | 26.20                             | .710                                    |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; meetings?     | 26.20                             | .708                                    |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; phone calls?  | 26.30                             | .711                                    |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; Radio?        | 26.50                             | .710                                    |
| How effective is your communication with the head teacher of the school and other members of staff including those on your board?                            | 23.20                             | .699                                    |
| How does the head teacher in that school communicate to you? Letter writing?   | 26.10                             | .701                                    |
| How does the head teacher in that school communicate to you? Telephone   | 26.10                             | .714                                    |

|   |       |      |
|---|-------|------|
| How do the head teacher in that school communicate to you?<br>SMS messages  | 26.40 | .706 |
| How do the head teacher in that school communicate to you?<br>Fax   | 26.70 | .715 |
| How do the head teacher in that school communicate to you? E-<br>mail   | 26.60 | .723 |
| How do the head teacher in that school communicate to you?<br>Face to face  | 25.80 | .712 |
| Are you comfortable with the way he/she communicates to you?  | 25.80 | .711 |
| Does your school management programme include decision-<br>making?  | 25.80 | .711 |
| Is it participatory?  | 25.70 | .715 |
| If yes, whom does it involve?   | 25.10 | .725 |
| Does your school management have other modes of decision<br>making?   | 26.10 | .704 |
| Does your school have policy on motivation?   | 25.70 | .715 |
| How much has the motivation programme contributed to the<br>effectiveness of the head teacher and other members of staff? | 23.20 | .719 |
| Which one of the three is more effective to your school<br>management?  | 24.10 | .717 |
| Does your school have a policy on curriculum development?   | 25.90 | .710 |
| Are the board members involved in curriculum development?   | 26.80 | .713 |
| If yes, how much are they involved?   | 27.50 | .726 |
| Does your school have a policy on evaluation?   | 25.80 | .707 |

|   |       |             |
|---|-------|-------------|
| Who is involved in its evaluation implementation?                     | 26.50 | .660        |
| Which of the following evaluation methods is involved in your school? | 25.60 | .649        |
| Are there any problems experiences during evaluation implementation?  | 26.90 | .656        |
| How do you work with UNEB towards solving such problems?              | 26.80 | .896        |
| <b>Overall value of Cronbach's Alpha</b>                              |       | <b>.726</b> |

**TABLE O.3 RESULTS OF RELIABILITY ANALYSIS FOR PTA QUESTIONNAIRE**

| <b>Item</b>  | <b>Scale mean if item deleted</b> | <b>Cronbach's Alpha if item deleted</b> |
|--|-----------------------------------|---|
| Sex of the respondent  | 38.50                             | .336                                    |
| Period of service  | 36.50                             | .670                                    |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; face to face? | 39.00                             | .556                                    |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; writing?      | 38.75                             | .750                                    |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; meetings?     | 38.50                             | .536                                    |

|   |       |      |
|---|-------|------|
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; phone calls? | 39.25 | .710 |
| As a chairperson of secondary school BOG how do you communicate to your head teacher and other members of staff including those on your board; Radio?       | 39.50 | .336 |
| How effective is your communication with the head teacher of the school and other members of staff including those on your board?                           | 36.00 | .821 |
| How does the head teacher in that school communicate to you? Letter writing?  | 38.50 | .436 |
| How does the head teacher in that school communicate to you? Telephone bills  | 39.25 | .692 |
| How does the head teacher in that school communicate to you? SMS messages   | 39.50 | .336 |
| How does the head teacher in that school communicate to you? Fax  | 39.50 | .336 |
| How does the head teacher in that school communicate to you? E-mail   | 39.50 | .336 |
| How does the head teacher in that school communicate to you? Face to face   | 38.75 | .750 |
| Are you comfortable with the way he/she communicates to you?  | 38.50 | .336 |
| Does your school management policy include decision making?   | 38.50 | .536 |
| Is it participatory?  | 38.50 | .636 |
| If yes, whom does it involve?   | 38.00 | .726 |
| Does your school management have other modes of decision making?  | 38.50 | .836 |

|   |       |             |
|---|-------|-------------|
| Does your school have policy on motivation?   | 38.50 | .636        |
| How much has your motivation programme contributed to the effectiveness of your head teachers and other members of staff? | 35.00 | .633        |
| Support your answer in 20 above.  | 37.00 | .633        |
| Does your school have a policy on curriculum development?   | 38.50 | .636        |
| Are the board members involved in curriculum development?   | 38.50 | .736        |
| If yes, how much are they involved?   | 36.75 | .561        |
| Does your school have a policy on evaluation?   | 38.50 | .336        |
| Are the PTA members involved in evaluation implementation?  | 38.50 | .636        |
| If yes, how much are they involved?   | 36.00 | .556        |
| How effective is this method in your school?  | 35.75 | .651        |
| <b>Overall value of Cronbach's Alpha</b>  |       | <b>.743</b> |

**TABLE O.4 RESULTS OF RELIABILITY ANALYSIS FOR HEAD TEACHER'S QUESTIONNAIRE**

| <b>Item</b>  | <b>Scale mean if item deleted</b> | <b>Cronbach's Alpha if item deleted</b> |
|--|-----------------------------------|---|
| Sex of the respondent  | 36.83                             | .683                                    |
| Period of service  | 33.83                             | .733                                    |
| As a chairperson of secondary school teacher, how do you communicate with your superiors; face to face | 37.50                             | .476                                    |

|  |       |      |
|--|-------|------|
| As a chairperson of secondary school teacher, how do you communicate with your superiors; meetings                                     | 37.50 | .650 |
| As a chairperson of secondary school teacher, how do you communicate with your superiors; telephone                                    | 37.67 | .425 |
| How effective is your communication with your superiors  | 34.67 | .736 |
| Letter writing   | 37.67 | .466 |
| Telephone conversation   | 37.67 | .625 |
| Face-to-face communication   | 37.33 | .395 |
| Meetings   | 37.83 | .421 |
| Are you comfortable with way they communicate to you?  | 37.67 | .750 |
| If yes, whom does it involve?  | 36.50 | .474 |
| Does you school management have other modes of decision-making?  | 37.67 | .321 |
| Do you think subordinates could be more effective at work when you direct and command them to do so, than when you simply ask them to? | 38.00 | .854 |
| How much has your motivation programme contributed to the effectiveness of your school management?                                     | 34.17 | .795 |
| Which of the three is more effective to your school management?  | 35.50 | .397 |
| Can you push for achievement of set of goals without adequate funding?   | 38.00 | .454 |
| Do you agree that one does not need to closely supervise staff members in order for them to perform as desired?                        | 37.83 | .690 |
| Who is involved in curriculum development implementation in your school?   | 36.33 | .569 |

|  |       |             |
|--|-------|-------------|
| How much is your BOG committed in curriculum development implementation? | 34.83 | .595        |
| How much is your PTA committed in curriculum development implementation? | 35.00 | .592        |
| Who is involved in its evaluation implementation?                        | 36.50 | .392        |
| Is it effective?   | 37.33 | .407        |
| How much is UNEB involved in the examination system in your school?      | 34.83 | .521        |
| <b>Overall value of Cronbach's Alpha</b>                                 |       | <b>.752</b> |

**TABLE O.5 RESULTS OF RELIABILITY ANALYSIS FOR TEACHER'S QUESTIONNAIRE**

| <b>Item</b>   | <b>Scale mean if item deleted</b> | <b>Cronbach's Alpha if item deleted</b> |
|---|-----------------------------------|---|
| Sex of the respondent   | 33.72                             | .958                                    |
| Years of service  | 31.61                             | .854733                                 |
| As a secondary school teacher, how do you communicate to yours superiors? (writing) | 34.72                             | .656                                    |



|  |       |      |
|--|-------|------|
| As a secondary school teacher, how do you communicate to yours superiors? (meetings and conferences)                             | 35.00 | .742 |
| How effective is your communication?   | 31.94 | .867 |
| Are you comfortable with the way they communicate to you?  | 34.33 | .683 |
| How do you communicate with the head teachers?   | 32.78 | .563 |
| If yes, whom does it involve? (everybody in the system)  | 34.06 | .741 |
| Does your school management have other modes of decision making?   | 34.56 | .574 |
| Which one of the two would you prefer while performing your duties?  | 33.50 | .839 |
| How has your superiors' motivation contributed to the effectiveness of your work?  | 33.56 | .486 |
| Which one of the three is more supportive to the effectiveness of your work?   | 32.44 | .458 |
| Do you think that listening to students' ideas and handing them according to those ideas compromises your position as a teacher? | 34.83 | .764 |
| Who is involved in curriculum development in your school?  | 33.89 | .657 |
| Who is involved in its evaluation?   | 34.00 | .235 |
| Which of the following evaluation methods is involved in your school?  | 32.50 | .568 |
| Are there problems experienced during evaluation implementation?   | 34.39 | .753 |
| How positive is UNEB towards solving such problems?  | 33.11 | .839 |
| If yes, how much are they involved?  | 32.94 | .591 |

|  |  |             |
|--|--|-------------|
| <b>Overall value of Cronbach's Alpha</b> |  | <b>.772</b> |
|--|--|-------------|

**TABLE O.6 RESULTS OF RELIABILITY ANALYSIS FOR PARENTS' QUESTIONNAIRE**

| <b>Item</b>   | <b>Scale mean if item deleted</b> | <b>Cronbach's Alpha if item deleted</b> |
|---|-----------------------------------|---|
| How long have you been a parent in this school?                                   | 15.77                             | .564                                    |
| Girls   | 17.31                             | .658                                    |
| Boys  | 18.00                             | .721                                    |
| Are they in boarding or day?  | 17.08                             | .414                                    |
| Are you a member of BOG, PTA?   | 15.85                             | .680                                    |
| If yes, for how long (years)?   | 24.08                             | .568                                    |
| How is your relationship with the school administration and management?           | 15.15                             | .702                                    |
| What is your comment on what is being offered at the school in terms of subjects? | 15.46                             | .743                                    |
| Are you happy with the way students are being examined or assessed in the school? | 15.46                             | .665                                    |
| If yes, how much are you involved in decision-making?                             | 15.77                             | .575                                    |
| How much are you involved in implementation of school reforms?                    | 16.23                             | .897                                    |
| <b>Overall value of Cronbach's Alpha</b>  |                                   | <b>.658</b>                             |



**Table O.7: Frequency and percentage distributions of stakeholders (DEOs, BOGs and PTAs) through communication:**

| Indicators of involvement by ministerial officials in management and administration  | Agree |         | Not sure |       | Disagree |         |
|--|-------|---------|----------|-------|----------|---------|
|  | Freq  | Percent | Freq     | Perce | Freq     | Percent |
| You completely understand the adjustment programmes which were suggested in the Nation Education Policy Review Commission Report of 1989 on the reform programmes in secondary schools and later on in the Government White Paper of 1992 and you have been actively involved in sensitizing all stakeholders in their implementation. | 4     | 67.2    | 1        | 16.4  | 1        | 16.4    |
| Whenever a new policy is formulated, you normally communicate to all stakeholders including DEOs, BOGs, PTAs, head teachers and teachers through circulars.  | 3     | 50.0    | 1        | 16.7  | 2        | 33.3    |
| Whenever a new programme is formulated, you normally communicate to all stakeholders including DEOs, BOGs, PTAs, head teachers and teachers through workshops and seminars.  | 5     | 83.3    | 0        | 0.0   | 1        | 16.7    |
| You normally hold sensitization programmes through the mass media to sensitize all the stakeholders once new programmes formulated and make a follow-up to ensure effective implementation.  | 6     | 100.0   | 0        | 0.0   | 0        | 0.0     |
| You use the mass media for feedback from all interest groups including stakeholders regarding the implementation of policies and the status of their success.  | 1     | 16.7    | 1        | 16.7  | 4        | 66.7    |
| In your communication to your subordinates, you convey information to any individual who may not directly be under you in hierarchy.   | 3     | 50.0    | 1        | 16.7  | 2        | 33.3    |

Table O.7 above shows the mode of communication among the DEOs, BOGs and PTAs. The DEOs were using meetings and phone calls. As regards chairpersons PTAs and BOGs, face-to-face, writings and meetings were the most common forms of communication with other members.

Table O.8: Frequency and percentage distributions of head teachers and teachers through communication:

| Characteristic   | Values         | DEOs     |              | Chairpersons BOGs |              | Chairpersons PTAs |              |
|--|----------------|----------|--------------|-------------------|--------------|-------------------|--------------|
|  |                | Freq     | Percent      | Freq              | Percent      | Freq              | Percent      |
| Mode of communication of the respondent to other members.                  | Face-to-face   | 0        | 0.0          |                   |              |                   |              |
|  | Writing        | 0        | 0.0          | 18                | 27.3         | 17                | 11.8         |
|  | Meetings       | 1        | 33.3         | 16                | 22.7         | 14                | 35.3         |
|  | Phone calls    | 2        | 66.7         | 16                | 22.7         | 14                | 35.3         |
|  | Radio          | 0        | 0.0          | 13                | 18.2         | 12                | 17.6         |
|  | <b>Total</b>   | <b>3</b> | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |
| Effectiveness of communication   | Very effective | 1        | 33.3         | 41                | 60.0         | 36                | 57.1         |
|  | Effective      | 2        | 66.7         | 21                | 30.0         | 27                | 42.9         |
|  | Rarely         | 0        | 0.0          | 7                 | 10.0         | 0                 | 0.0          |
|  | Not effective  | 0        | 0.0          | 0                 | 0.0          | 0                 | 0.0          |
|  | <b>Total</b>   | <b>3</b> | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |
| Mode of communication of the respondent from other members plus superiors. | Letter writing | 2        | 100.0        | 7                 | 10.0         | 9                 | 14.3         |
|  | Telephone      | 0        | 0.0          | 21                | 30.0         | 9                 | 14.3         |
|  | SMS            | 0        | 0.0          | 13                | 20.0         | 27                | 42.8         |
|  | Fax            | 0        | 0.0          | 7                 | 10.0         | 0                 | 0.0          |
|  | Email          | 0        | 0.0          | 0                 | 0.0          | 9                 | 14.3         |
|  | Face-to-face   | 0        | 0.0          | 21                | 30.0         | 9                 | 14.3         |
|  | Meeting        | 0        | 0.0          | 0                 | 0.0          | 0                 | 0.0          |
|  | <b>Total</b>   | <b>2</b> | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |

Table O.8 above shows the mode of communication used by head teachers and teachers. They were using face-to-face communication, writing and meetings among themselves. In a nutshell, stakeholders were generally using face-to-face, writing and meetings as the

modes of communication with other members. Tables O.7 and O.8 shows that there was effective communication:

**Table O.9: Frequency and percentage distributions of parents by management and administration through communication**

| Characteristics   | Values       | Frequency  | Percentage |
|---|--------------|------------|------------|
| How is your relationship with the school administration and | Fairly good  | 25         | 7.7        |
|   | Good         | 123        | 38.5       |
|   | Very good    | 172        | 53.8       |
|   | <b>Total</b> | <b>320</b> | <b>100</b> |

Table O.9 above shows the responsibility of parents in the whole school setting which is vital for the success of the school and their involvement as a major impact on school administration.

**Table O.10: Frequency and percentage distributions of religious and local leaders by management and administration through decision-making**

| Characteristics  | Values       | Frequency | Percentage   |
|--|--------------|-----------|--------------|
| Besides being a religious/local leader, are you directly or indirectly related to any school around? | Yes          | 41        | 90.9         |
|  | No           | 4         | 9.1          |
|  | <b>Total</b> | <b>45</b> | <b>100.0</b> |
| How is your relationship with the school administration and management?                              | Fairly good  | 8         | 18.2         |
|  | Good         | 25        | 54.5         |
|  | Very good    | 12        | 27.3         |
|  | <b>Total</b> | <b>45</b> | <b>100.0</b> |
|  |              |           |              |

Table O.10 above shows the relationship between religious and local leaders with school administration.



**Table O.11: Frequency and percentage distributions of parents by management and administration through decision-making**

| Characteristics   | Value        | Frequency  | Percentage |
|---|--------------|------------|------------|
| Are you invited to attend school meetings in your capacity as a parent? | Yes          | 320        | 100        |
|   | No           | 0          | 0          |
|   | <b>Total</b> | <b>320</b> | <b>100</b> |
| How much are you involved in the implementation of school reforms?      | Not at all   | 24         | 7.6        |
|   | Fairly much  | 148        | 46.2       |
|   | Much         | 148        | 46.2       |
|   | <b>Total</b> | <b>320</b> | <b>100</b> |

Table O.11 above in regard to school decision-making shows that parents were very much involved in decision-making.

**Table O.12: Frequency and percentage distributions of religious and local leaders by management and administration through decision-making**

| Characteristics                                       | Value        | Frequency | Percentage   |
|---|--------------|-----------|--------------|
| Are you invited to attend school meetings?            | Yes          | 33        | 72.7         |
|   | No           | 12        | 27.3         |
|   | <b>Total</b> | <b>45</b> | <b>100.0</b> |
| If yes, how much are you involved in decision-making? | Not much     | 20        | 44.4         |
|   | Fairly much  | 20        | 44.4         |
|   | Much         | 5         | 11.2         |
|   | <b>Total</b> | <b>45</b> | <b>100.0</b> |

Table O.12 above shows that religious and local leaders are very much invited to attend school meetings. But when it comes to decision-making, they are rarely involved to only 11%.

**Table O.13: Involvement of ministerial officials in design and implementation of reform programmes in management and administration through motivation**

| Indicators of involvement by ministerial officials in management and administration  | Agree   |         | Not sure |         | Disagree |         |
|--|---|---------|----------|---------|----------|---------|
|  | Freq.   | Percent | Freq     | Percent | Freq     | Percent |
|  | You completely understand the reform programmes regarding motivation, which were suggested in the National Education Policy Review Commission Report of 1989 and in the 1992 Government White Paper on reform programmes in schools and you, have been engaged in motivating employees. | 6       | 100.0    | 0       | 0.0      | 0       |
| You normally involve all stakeholders in all issues concerning them especially their welfare as a way to motivate them.                  | 4   | 66.7    | 2        | 33.3    | 0        | 0.0     |
| You recognize the efforts of individuals or schools who/which excel in the implementation of new programmes as a way of motivating them. | 3   | 50.0    | 2        | 33.3    | 1        | 16.7    |
| You have a policy on motivation of all employees in the ministry as well as stakeholders.  | 4   | 83.3    | 1        | 16.7    | 1        | 16.7    |

Table O.13 above shows that ministerial officials were involved in management and administration by way of motivation. This means that whenever employees or other stakeholders participate in doing some work regarding management and administration, they make sure that they are intrinsically and extrinsically motivated.

**Table O.14: Frequency and percentage distributions of DEOs, BOGs and PTAs by management and distribution through motivation**

| Characteristics   | Value        | District Education Officers (DEOs) |              | Chairpersons BOGs |              | Chairpersons PTAs |              |
|---|--------------|------------------------------------|--------------|-------------------|--------------|-------------------|--------------|
|   |              | Freq                               | Percent      | Freq              | Percent      | Freq              | Percent      |
| Does your school have a policy on motivation?   | Yes          | 3                                  | 100.0        | 69                | 100.0        | 54                | 85.7         |
|   | No           | 0                                  | 0.0          | 0                 | 0.0          | 9                 | 14.3         |
|   | <b>Total</b> | <b>3</b>                           | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |
| How much has your motivation programme contributed to the effectiveness of your head teachers and other members of staff? | Very         | 0                                  | 0.0          | 14                | 20.0         | 45                | 71.4         |
|   | Much         | 1                                  | 40.0         | 27                | 40.0         | 0                 | 0.0          |
|   | Moderate     | 2                                  | 60.0         | 14                | 20.0         | 9                 | 14.3         |
|   | Not Much     | 0                                  | 0.0          | 7                 | 10.0         | 9                 | 14.3         |
|   | Not very     | 0                                  | 0.0          | 7                 | 10.0         | 0                 | 0.0          |
|   | <b>Total</b> | <b>3</b>                           | <b>100.0</b> | <b>69</b>         | <b>100.0</b> | <b>63</b>         | <b>100.0</b> |



Table O.14 above shows that DEOs, chairpersons BOGs and chairpersons PTAs who were asked, had the largest proportion of them agreeing that their schools had policies on motivation.

**Table O.15: Frequency and percentage distributions of head teachers and teachers by curriculum development**

| Characteristics   | Value                      | Head teachers |              | Teachers   |              |
|---|----------------------------|---------------|--------------|------------|--------------|
|   |                            | Freq          | Percentage   | Freq       | Percentage   |
| Does your school have a policy on curriculum development? | Yes                        | 55            | 68.6         | 310        | 100.0        |
|   | No                         | 23            | 28.6         | 0          | 0.0          |
|   | Not sure                   | 2             | 2.8          | 0          | 0.0          |
|   | <b>Total</b>               | <b>80</b>     | <b>100.0</b> | <b>310</b> | <b>100.0</b> |
| Whom does it include?                                     | Ministerial officials      | 28            | 35.0         | 113        | 36.7         |
|   | DEOs                       | 19            | 23.8         | 72         | 23.3         |
|   | BOGs                       | 1             | 1.3          | 9          | 2.2          |
|   | PTAs                       | 2             | 2.5          | 6          | 2.0          |
|   | Head teachers              | 16            | 20.0         | 63         | 20.4         |
|   | Teachers                   | 13            | 16.3         | 42         | 13.7         |
|   | Parents                    | 1             | 1.3          | 5          | 1.7          |
|   | Religious and local leader | 0             | 0.0          | 0          | 0.0          |
|   | <b>Total</b>               | <b>80</b>     | <b>100.0</b> | <b>310</b> | <b>100.0</b> |

Table O.15 above shows that according to the findings presented in this table, it is observed that head teachers and teachers agreed that their schools had a programme on curriculum development and that it was involving everyone in the system.

Table O.16: Frequency and percentage distribution of percentage by evaluation methods

| Characteristics   | Value        | Frequency  | Percentage |
|---|--------------|------------|------------|
| Are you happy with the way students are being examined or assessed in the school? | Fairly happy | 49         | 15.4       |
|   | Happy        | 172        | 53.8       |
|   | Very happy   | 99         | 30.8       |
|   | <b>Total</b> | <b>320</b> | <b>100</b> |

Table O.17: Frequency and percentage distributions of religious and local leaders by evaluation methods

| Characteristics   | Value        | Frequency | Percent      |
|---|--------------|-----------|--------------|
| What is your comment on what is being offered at the school in terms of subjects? | Not good     | 4         | 9.1          |
|   | Fairly good  | 25        | 54.5         |
|   | Good         | 16        | 36.4         |
|   | <b>Total</b> | <b>45</b> | <b>100.0</b> |
| Are you happy in the way students are being examined or assessed in the schools?  | Not happy    | 16        | 36.4         |
|   | Fairly happy | 16        | 36.4         |
|   | Happy        | 13        | 27.2         |
|   | <b>Total</b> | <b>45</b> | <b>100.0</b> |

## APPENDIX P

Given below are the figures illustrating different participatory functions and behaviour of stakeholders in education reform programmes:

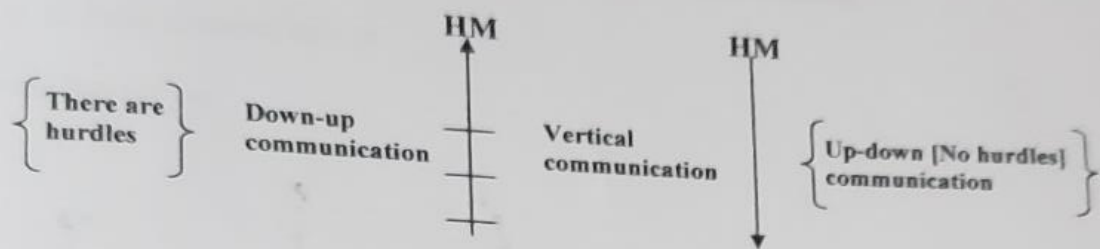


Fig. P.1: Bureaucratic communication

Source: *Researcher*

Bureaucratic communication is a non-motivation method of exchanging information within an institution. When one critically looks at the above figure, one will observe that during the down-up communication, the subordinates go through a number of hurdles before they could talk to their headmaster. This could be the same case with students and their parents. In this regard, it will be interesting to find out whether this kind of communication was used in reference to the stakeholders participating in the implementation of reform programmes and the results which were obtained.

The reverse is true with the up-down communication. Here when the headmaster wants to talk to any of his/her subordinates, he/she does it directly without any hurdles. In most cases such communication is not effective for the institution, because it does not give

subordinates a chance to air out his/her views timely. The best communication process is demonstrated through figure P.2 below.

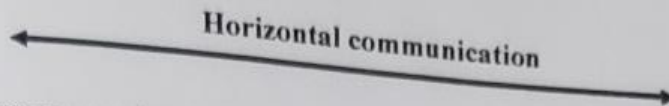


Fig. P. 2: Free communication

Source: Researcher

The above figure represents horizontal communication. It is a free and democratic communication. If used properly by both the boss and the subordinates, it can yield effective results for the organization, because it offers a participatory approach to the solution of issues.

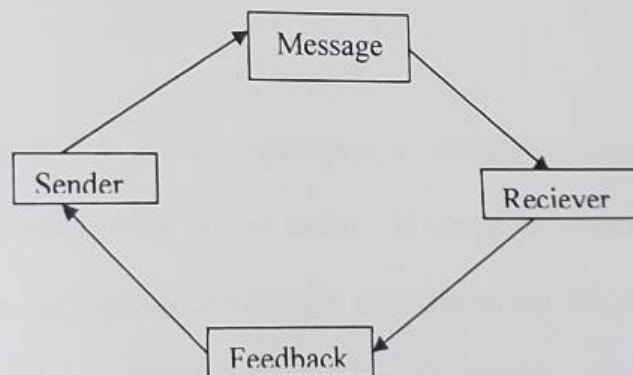
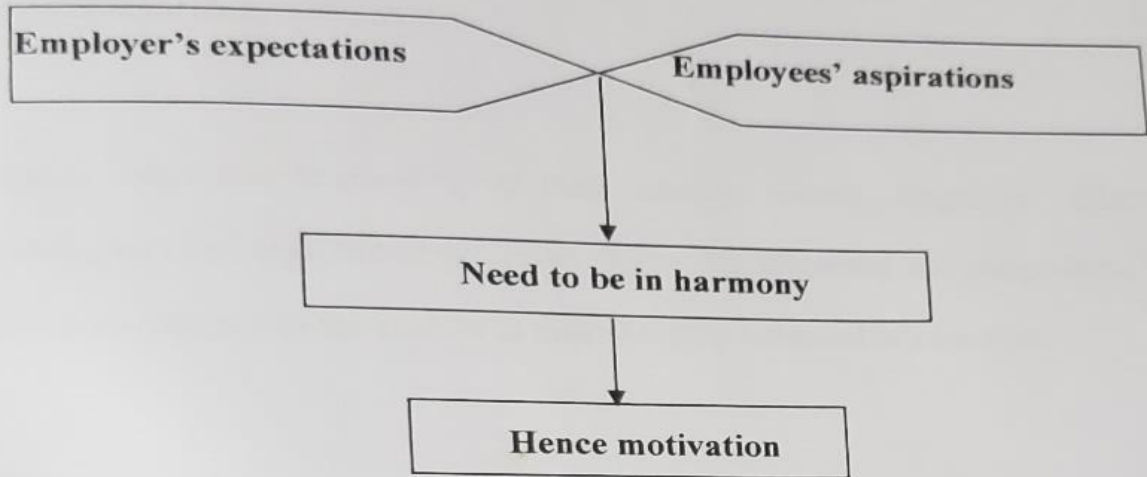


Fig. P.3: Circular flow communication

Source: Researcher

In terms of the above figure, people are in a position to exchange views. This point of view is illustrated through figure P.3 above. This same figure represents a circular flow of information. It emphasizes that unless the flow goes both way, no real communication takes place.

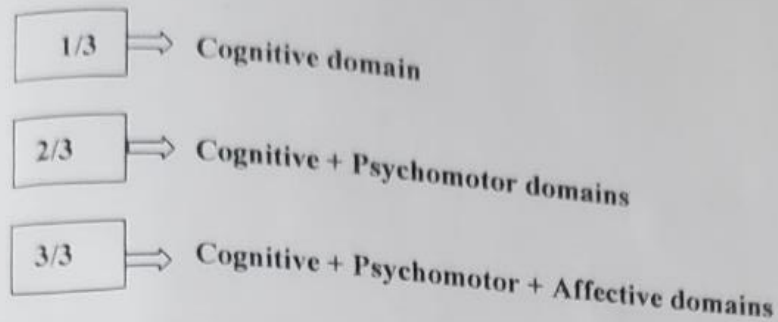


**Fig P.4: Motivation**

*Source: Researcher*

According to figure P.4 above, application of effective communication skills and participatory decision-making is not enough to make an organization efficient and effective. Whereas an organization has got its expectations, the workers have also got their aspirations. The two need to be in harmony in order to achieve their desired goals, hence motivation.

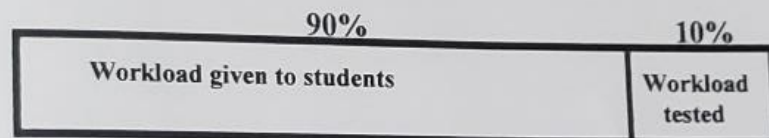




**Fig. P.5: Balanced Curriculum.**

*Source: Researcher*

Balanced curriculum is made up of three domains namely; Cognitive, Affective and Psychomotor domains. The above given figure P.5 illustrates the composition of these domains as required by the student to make him/her balanced in education.



**Fig. P.6: Workload given vs. workload tested.**

*Source: Researcher.*

The (1987) NEPRC was against using only the summative method of assessing students because it creates an imbalance between the workload given to students and the workload tested. Figure P.6 above illustrates an imbalance between the workload given to students and the workload tested.

