**MANAGEMENT DEVELOPMENT AND THE QUALITY OF EDUCATION IN UGANDA’S PUBLIC PRIMARY SCHOOLS IN KISIITA SUB COUNTY – KAKUMIRO DISTRICT**

BY

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# DECLARATION

I, Kiirya Businge Edward, declare that this is my original work and that it has not been submitted to any institution for any award.

Signed:…………………………

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# APPROVAL

I, the undersigned, confirm that we have supervised the student in the study and this dissertation is submitted with my approval: -

Signature:………………………………………..

**Dr. Simon Peter Ongodia**

Date:……………………………………………..

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*At times our light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us (Albert Schweitzer).*

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# ABBREVIATIONS AND ACRONYMS

ACM African Children’s Mission

AIDS Acquired Immune Deficiency Syndrome

AP Automatic Promotion

BED Bachelor of Education

BRMS Basic Requirements and Minimum Standards

CA Continuous Assessment

CAO Chief Administrative Officer

CAPE Creative Arts and Physical Education

CC Cluster Centre

CCT Cluster Centre Tutor

CDF Constituency Development Fund

CFA Content Focus Area

CHANCE Child Centred Alternative for Non –Formal Community Based

CODI Community Development and Child Welfare Initiatives

CPD Continuous Professional Development

CWSNs Children with Special Needs

DEO District Education Officer

DIS District Inspector of Schools

DSC District Service Commission

DTPC District Technical Planning Committee

EBL Experience Based Learning Education

EFA Education for All

EFT Electronic Funds Transfer

ELECU Education Local Enterprise, Uganda

FGD Focus Group Discussion

FPE Free Primary Education

HEADLAMP Headteachers’ Leadership and Management Programme

HIV Human Immuno Deficiency Virus

KDLG Kakumiro District Local Government

KYU Kyambogo University

LGMSD Local Government Management Service Delivery

LOI Language of Instruction

MD Management Development

MDD Music Dance and Drama

MDG Millennium Development Goals

MDNA Management Development Needs Assessment

MDPs Management Development Programmes

MFPED Ministry of Finance Planning and Economic Development

MoES Ministry of Education and Sports

MoU Memorandum of Understanding

MVC More Vulnerable Children

NCDC National Curriculum Development Centre

NCST National Council for Science and Technology

NFU Norwegian Friends of Uganda

PAF Poverty Alleviation Fund

PEAP Poverty Eradication Action Plan

PGMs Peer Group Meetings

PIASCY Presidential Initiative on AIDS strategy to the Youths

PLE Primary Leaving Examinations

PTA Parents Teachers’ Association

PTC Primary Teachers’ College

QE Quality Education

SCALE School Community Accountability for Literacy Enhancement

SDA Seventh Day Adventist

SFG School Facilitation Grant

SIMSC School Instructions Materials’ Selection Committee

SMC School Management Committee

SSA Sub- Saharan Africa

SUPER Support for Uganda Primary Education Reform

TC Thematic Curriculum

TDMS Teacher Development and Management System

TQM Total Quality Management

UMEA Uganda Muslim Education Association

UNEB Uganda National Examinations Board

UNESCO United Nations Education Scientific and Cultural Organisation

UNICEF United Nations International Children’s Education Fund

U-OJMD Unstructured On-the Job Management Development

UPE Universal Primary Education

USAID United States Agency for International Development

# ABSTRACT

The study set out to measure the contribution of Management Development (MD) on educational quality in public primary schools in Kakumiro District of Uganda. The purpose of the study was to analyse the contribution of MD towards the quality of education in public primary schools in Uganda. The specific objectives of the study were; to assess the relationship between MD and funding, to assess the relationship between funding and educational quality and to examine the effect of MD on educational quality*.* The major variables of the study were MD (IV), Educational Quality (DV) and funding (mediating variable). The study adopted a post-positivist philosophical paradigm premising on the fact that there was already existing knowledge on the subject. Across sectional survey design was employed using a mixed methods approach. The study sample of 82 head teachers was used to collect data and the response was 76 which were 93% convenient and purposive sampling methods were used to select respondents. Quantitative data was collected using a closed-ended questionnaire while interview guides, FGD guides, document review and observation were employed to collect qualitative data. Quantitative data was analysed using both descriptive and inferential statistics while the analysis of qualitative data was done by carefully organising data under specific themes. Results of the study showed that MD and funding were not highly rated [r.(16)=.369,p<0.01]. Secondly, funding explained only 5% of quality of education in public primary schools in Kakumiro district. Thirdly, MD contributed 17% to the quality of education in public primary schools in the two districts studied. The total causal effect of MD on QE was 49%. The study proposed the adoption of a Multi-Stakeholder model to close the gaps that were identified in the TDMS strategy of MD.

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**A SKETCH MAP OF UGANDA SHOWING DISTRICTS WHERE THE STUDY WAS CONDUCTED (KAKUMIRO).**

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Source: Nations Online Project

# CHAPTER ONE

# INTRODUCTION

# 1.0 INTRODUCTION

The study set out to analyse the contribution of Management Development (MD) on the quality of education in Uganda’s public primary schools. This focus is premised on the belief that for organisations to realise improved performance, managers had to be equipped with the requisite knowledge, skills, abilities, competencies and capabilities, which come with Management Development Programmes. These enable school managers to meet their goals (McHugh & McMullan, 1995; Barney, 1991; Grant, 1991; Carnoy, 1999). It is also opined that MD is not an event but a process which includes the development of cognitive (thinking, idea generation, and decision-making), behavioural (choosing appropriate attitudes and values) and environmental (suiting management style to the situation) and imparting skills (Sidney & Stephens, 1998; Day, 2000). For that reason, primary school managers (headteachers) were expected to have inculcated those competencies through the MD programmes.

# 1.1 CONCEPTUAL PERSPECTIVE

Although Management Development is not the same as training, the two concepts are sometimes used interchangeably (Milhem, Abushamsieh & Arostegeni, 2011). While MD is a gradual process of developing managerial skills, training is short term and aims to develop specific job skills (technical skills) in the current job (Robotham, 2003). For that reason, both MD and training practitioners have always adopted similar methods to deliver knowledge and skills. In the current study, MD for headteachers is perceived as a crucial tool in enhancing the quality of education in public primary schools in Uganda. It is postulated that for a school to perform well, it must have a competent headteacher (Pierson, 2014). This implies that school managers need to be exposed to a continuous process of MD so as to acquire the requisite knowledge, skills, competencies and capabilities that can enable them perform their jobs effectively (Boyatzis, 1982; Fletcher, 1991).

Scholars agree that knowledge is information acquired through sensory inputs such as reading, watching, listening and touching and can be transferred from one person to another (Hasa, 2016). On the other hand, skills are the proficiencies developed through practice and through a combination of sensory input and output. Yet competences are the state of an individual’s work – they can also be defined as a generic body of knowledge, motives, traits, self-images, social roles and skills that are related to effective performance in the job (McClelland& Boyatzis, 1980). It is also acknowledged that competencies are quality of specific behaviours identifiable in the summation of behavioural incidents (Boyatzis, 1982; Buckly, Caple, 1995). Put differently, competencies are perceived to be a mix of skills, knowledge and abilities, which enable managers to perform managerial tasks effectively (Jusof & Amstrong, 2012).

On the other hand, capability is an integration of knowledge, skills, abilities and competencies to perform managerial tasks. It is opined that capable managers are more than competent – they are creative, they know how to learn, have high sense of self efficacy, can work well in teams and more likely to be able to deal effectively within turbulent environments in which they live (Davis, 1999). Without the above qualities, school managers cannot be in position to display a kind of leadership required to realise enhanced quality of education in schools (Mkanga Manaseh, 2016).

The process of management development therefore, focuses on the change in managers’ behaviour. This is a kind of change that influences positively on the attitude of the managers towards their work. Subliminally, the knowledge and skills acquired during the process of Management Development should be in position to transform the manager into a highly productive individual. This behavioural change empowers the individual as well as the organisation to fit well in the work environment.

In other words, Management Development is an educational process. It tends to focus on overall personality development. Potential managers are required to have knowledge about management principles and techniques, human relations, critical judgement, problem identification and solving, stress management, personnel and staffing, supervision of teachers, effective pedagogical practices, setting school climate, communication, curriculum management and planning and time management among others (Rakhshani, 1980; Harrison, 1993; Peterson& Fleet, 2004). The process is gradual and it enhances not only the learning of new knowledge but it also focuses on improving the already acquired knowledge, skills and competences.

Management Development Programmes(MDPs) are typically triggered by one of the following requirements; the recruitment of new managers who may have to be trained in areas going beyond their current academic qualifications or experience; the introduction of new work place regulations; a change in the role by personnel, a change to or the development of a training course; the need for re-tooling managers and the continuous Management Development of existing staff that are required to maintain or upgrade their skills and knowledge (Noe, 2017).

In all cases, Management Development (MD) should be aligned to the needs of the

organisation –whether this is driven by compliance with legislation or by desire to improve efficiency and knowledge. Management Development should also have clearly defined aims and objectives so that it is clear what the overall intent of the programme and what specific performance-based learning will emerge from the training (Hirse & Carter, 2002). Management Development objectives must follow SMARTT criteria (Specific, Measurable, Achievable, Repeatable, Traceable and Time-based) whenever possible (Dalto, 2013). Once the MD objectives are established, they can be structured into an MD plan that defines how to meet the objectives –the type and subject of MD, where the MDP will be conducted, the success criteria, the estimated resources required etc.

Management Development Programmes (MDPs) can be delivered in different forms –through Formal, Non-formal and informal modes. The formal mode can either be delivered in form of Management Education (ME) where long professional courses are offered in higher education institutions and are linked with award of formal qualifications or Management training/Executive Education, which often takes the form of short professional courses (Middlehurst, 1995; Constable and McCormick, 1987). Similarly, under the non-formal mode, programmes are structured and can be delivered through workshops, seminars and refresher courses while through the informal mode, managerial skills are attained through the unstructured programmes – managers learn through experience as they encounter challenges, interact with peers and deal with tasks at their workplaces (Kolb, 1984).

Managerial skills which are relevant in an education setting include leadership; community relations; motivation of students/parents and staff; communication; judgment; stress management; time management; problem identification, analysis and solving (Rakhshani, 1980). Stated differently, managers need conceptual, human relations and technical skills to be able to perform their roles effectively (Peterson & Fleet, 2004). However, other skills such as administrative skills, leadership skills and problem-solving skills are also very vital in management. For headteachers to manage successfully, it is imperative that they are given opportunities to be exposed to the aforementioned skills.

It is widely contended that organisations that recognise Management Development (MD) as a key strategy for success and stability tend to gain competitive advantage in many aspects of development (Prahalad and Hamel, 1990; Campbell and Sommers, 1997). This is because the quality of staff (both managerial and non-managerial) determines the quality of educational programmes offered in a school. Schools with competent leadership and management are likely to deliver quality education.

# 1.2 HISTORICAL PERSPECTIVE

Contemporary discourse on the origin of Management Development (MD) has been characterised by a lot of debate among scholars and practitioners (Chia, 1991; Blake, 1995; Brundrett, 2010). It is argued that MD originated in the United States of America during the formative years of the industrial revolution in the 1880s. During this period, with the emergence of the factory system, the need to train managers with the intent of promoting organisational effectiveness and efficiency gained significant recognition (Garavan, 1995). Many factory owners adopted the idea across the US and its impact soon spread to other countries. It was as a result of this initiative that the Ford Motor company in 1931 started training its employees with the aim of achieving efficiency and mass production in its assembly line. During this time, the development of public education in the US necessitated additional training for administrative staff to handle the intricacies created by increased enrolments because of government’s commitment to Universal Elementary Education (Imran, 2008). Consequently, Management Development Programmes for administrative staff in schools took the form of in-service training consisting of two or three-day remedial courses in the teacher education institutions (Imran, 2008).

In 1933 the Classic eight-year study on training and development of school heads was initiated resulting into a transition from remedial to creative in-service education. This change culminated into the popular workshops format that characterised most of the in-service projects. Orlich (1989) reports that the in-service projects became more oriented toward personal and curriculum development rather than simple remediation. This orientation led to the enhancement of effective utilisation of human potential in reaching higher standards in the management of schools than ever before. The US thus, seemed to have gained the earliest experience in the systematic training of school leaders.

The idea later spread to other western countries and in England, programmes for systematic training and development opportunities for senior staff in schools only began in the 1960s with the first chain in educational management being established in the 1970s. The first formal training in school administration did not take place until the early 1990s (Brundrett, 2013). This was arguably a turning point and a period of progress in the preparation of school administrators not only in England but also in Europe as a whole. Subsequently, an ambitious programme to improve the MD system in the UK was designed. The outcome of this intervention was the upsurge in the demand for managerial education through the traditional educational institutions as well as management consultancies (Chia, 1991). It is from this viewpoint that Bolden (2007:1) remarks that within the UK the number of management schools “increased from two in the mid-1960s to more than a hundred in the mid-1990s and the years between 1996-7 and 2004-5 the number of students offering management and administrative studies rose by 35% from 222,321 to 2,999,310”. Thus, the British government committed a substantial portion of its annual budget on management development and 50 billion pounds was being spent each year (Bolden, 2007).

In Africa Management Development initiatives have suffered from an array of shortcomings that have rendered the continent’s human resources incapable of competing with their counterparts in the developed world. As Gutterman (2011:1) notes “efforts to develop a unique and effective set of Management Development principles have always been hampered by misconceptions about the region.” It is emphasised that traditionally, senior managers in Africa moved to their positions basing on tenure as opposed to training and education (Gutterman, 2011). As a result, organisations picked little courage to devote resources to training upcoming cadres in management techniques. And until recently, there have been few undergraduate and graduate MD programmes in Africa and only a small number of graduates of African universities had chosen to specialise in management related fields (Gutterman, 2011).

However, with the increasing influence of International agencies and multinational companies in Africa, MD has become a predominantly visible practice in both public and private arenas. Towards the close of the 20th Century, Africa witnessed a period of increased funding from donor agencies directed towards capacity building initiatives in different fields of service delivery including educational management (Gutterman, 2011). The effect of such capacity building initiatives has of recent been felt in many countries across Africa including Uganda where considerable efforts have been focused on improving the managerial capabilities of primary school headteachers.

In Uganda, managerial training for primary school head teachers took shape when the Teacher Development and Management Systems (TDMS) was introduced in the country in 1993 (Odaet & Higirwa, 1994). This was after a number of such as the Education for National Integration and Development; Report of Education Review Commission (MoES, 1989) and the Government White Paper on Education (GoU, 1992). In these studies, it was realised that there was an acute need to strengthen the managerial capacity of primary school headteachers to improve educational quality in primary schools. It was also recognised that the education give in colleges during the conventional teacher training programmes was not enough to expose individuals to critical skills, knowledge and competencies needed for effective management (Odaet & Higirwa, 2001). Through the Core PTC network, in-service training for primary school headteachers was alongside other initiatives such as Continuous Professional Development (CPD) Peer Group Meetings (PGMs) and refresher courses.

# 1.3 THEORETICAL PERSPECTIVE

A theory can be defined as a fundamental collection of statements, which has been subjected to regular testing on how the world functions (Milhem, Khalil & Arostegni, 2014). They (theories) provide an understanding of the real world by creating the relationships between the different aspects from the theorist perspective (Dubin, 1976:26). Many influential theoretical frameworks have been developed since 1992 –these have led to considerable empirical studies to be carried out in the field of training and development. The current study was guided by two theories namely the Managerial Role Theory of Mintzburg and the Experience –Based Learning Theory.

## 1.3.1 The Managerial Role Theory

The managerial role theory was developed by a Canadian academic Henry Minzburg (Pardeep Kumar, 2015). In this theory, Mintzburg suggests that MD should focus much on the role of managers. He opines that if any MD is to take place, the aim should be to help managers understand their roles. He defines three basic roles for managers –interpersonal roles, informational roles and decision-making roles as illustrated in the figure below;

## Figure 1.1: Mintzburg’s Managerial Roles

Interpersonal roles

Provide information

Informational roles

Feedback Process information

Use information

Decisional roles

**Source: Kumar (2015)**

Under interpersonal roles, Mintzburg suggests that a manager should be able to link all managerial work together by performing figurehead roles, information roles, and decision-making roles. As a figurehead, the manager represents the organisation in all matters of formality. To this end, the manager should also be able to play a liaison role by interacting with peers and people outside the organisation. The liaison role should be used to gain favours and information and to ensure the routine flow of work.

The informational role ensures that information is provided to the relevant stakeholders. The informational role is primarily concerned with information aspects of managerial work. These include –the monitor role, disseminator role, and spokesperson role. As a monitor of his/her organisation, the manager receives and collects information about the operation of the enterprise. As a disseminator, the manager transmits special information into the organisation and as a spokesperson; the manager disseminates the organisation’s information into its environment.

Decision roles make significant use of information where the manager has to function as an entrepreneur, a disturbance handler, a resource allocator and as a negotiator. As an entrepreneur, the manager has to initiate projects, identify new ideas and delegate responsibility to others. Disturbance handler role involves dealing with threats to the organisation. The manager takes corrective action during disputes or crises, resolves conflicts among subordinates and adapts to environmental crises. As a resource allocator, the manager decides who gets resources, schedules budgets, sets priorities and chooses where the organisation will apply its efforts while negotiator role involves negotiating on behalf of the organisation –making sure that all the decisions reached are in favour of the organisation.

It is opined that managers cannot effectively perform the above roles if they are not continuously exposed to MD opportunities (Kumar, 2015). This argument considers that those engaged in training and developing of managers should understand and appreciate those roles in order to achieve the desired results. In the same vein, it is also suggested that the benefits of training and development both for the organisation and individual should be strategic in nature an hence much wider – this involves training and developing the managers for the present and future tasks with a focus on their career roles and enrichment thus expanding individual, group and organisational effectiveness (Niazi, 2011).

Therefore, Mintzburg’s theory which emphasises a thorough understanding of managerial roles calls for a dynamic development of a strategic human resource base because organisations cannot apply a strategic MD plan unless they have a strategic human resource management in place. This requires continuous MD, which is regarded as a vital way of raising managerial efficiency (Richard et al, 2009).

## 1.3.2 The Experience-Based Learning (EBL) theory

The distinguishing feature of Experience-Based Learning (EBL) in relation to Management Development is that the experience of learner-manager is crucial in all considerations of learning (Boud, Cohen & Walker, 1993). The experience may comprise of earlier events in the life of the learner-manager, current life events or those arising from the manager’s participation in activities implemented by others. In Experience-Based Learning (EBL), the managers analyse their experience by reflecting, evaluating and reconstructing it individually, collectively or sometimes both in order to draw meaning from it in the light of prior experience. This review of their experience may lead to further action. The EBL theory supports a more participative, learner-centred approach, which places an emphasis on direct engagement, rich learning events and the construction of meanings by learners. It encompasses informal learning, non-formal, formal, incidental, lifelong, and workplace learning.

### **1.3.2.1 The Defining Characteristics of Experience-Based Learning (EBL)**

1. EBL appears to demand that the involvement of the whole person – intellect, feelings and senses is crucial.
2. Recognition and active use of all the learner’s relevant life experiences where new learning can be related to personal experiences.
3. Continued reflection upon earlier experiences in order to add and to transform them into deeper understanding. It is postulated that the quality of reflective thought attained by the learner plays a significant role in the subsequent learning outcomes than the nature of experience itself. Therefore, in this particular situation, learning is realised in a process whereby knowledge is created through the transformation of experience (Kolb, 1984:38).
4. Intentionality of design: Deliberately designed learning events are often referred to as structured activities and include simulation games, role-play, visualisation, Focussed Group Discussions (FGDs) etc. These learning events help to concretise the learning process and actualisation of the experiences into normal workplace initiatives.
5. Facilitation*:* This is the involvement of some other person(s) –teachers, leaders, coaches, mentors etc. When such persons are involved, the outcomes may influence the degree of skill with which they operate. EBL often assumes relatively equal relationship between facilitator and learner, involves the possibility of negotiation and gives the learner considerable control and autonomy.
6. Assessment of Learning Outcomes*:* In the event that assessment takes place, much depends upon what means, by whom and for what purpose it is carried out. EBL is therefore much concerned with the process as the outcome of learning and assessment.

## 1.3.3 Contemporary Scholarly Influences on Experience-Based Learning (EBL)

An influential body of knowledge has been constructed by a number of theorists concerning the overarching role of EBL in disseminating knowledge and skills in contemporary work places. Each of these scholars look at EBL as a necessary tool that should influence contemporary learning although from different view points.

1. *Karl Rogers:* Having been born in 1902 in Oak Park-Illinois, Karl Rogers’ contributed immensely on experiential learning (Experience Based Learning). His ideas have been of significant value in developing training models across different sectors worldwide (Rogers, 1977). Rogers explains that experiential learning leads to the individual becoming more fully functional person as it makes him/her as it makes a difference to the person, in behaviour, attitude and personality. To him, experiential learning means involvement with practical or real problems that promote learning. He added that when learners choose their own objectives and directions, formulate their own problems, discover their own resources, decide on and follow their own courses of action and experience and live with the consequences, significant learning is maximised. He emphasised the role of the trainer as a non-judgemental facilitator whose unconditional positive regard is crucial in enabling learning communities develop openness to experience (Rogers, 1977).
2. *Mao Tse-tung:* He observed that all genuine knowledge originates from direct experience. He noted that human knowledge could in no way be separated from practice. His concern was that practice is higher than theoretical knowledge (Mao Tse-Tung, 1968:7-20). Mao Tse-tung alludes that whoever wants to know something has no way of doing it except by coming into contact with it; that is by living (practicing) in its environment. He emphasises that anyone who needs knowledge must take part in the practice of changing reality –this is the premise that defines EBL (Mao Tse Tung, 1937).
3. *David Kolb:* He averred that the continuity of experiences means that every experience takes up something from those that have gone before, and modifies in some way the quality of those, which come after (Kolb, 1984: 27).He adds that through Experiential Learning (EL) knowledge is created through the transformation of experience. Kolb’s’ most influential ideas on experiential learning first appeared on the international scene in 1984 (Valentina & Sharlanova, 2004). Since then, Kolb has had a rising influence on teachers and trainers. According to Kolb (1984), learning is a process in which knowledge is created through transformation of experience. Kolb’s ideas provide theoretical arguments of independent learning, learning by doing – work-based learning (Valentina & Sharlanava, 2004).

## 1.3.4 Relevance of the EBL Theory in Management Development

According to the EBL theory, experience through practical work forms the basis of meaningful learning. This implies that in designing MDPs, it is important to consider how managers can be helped to develop their managerial skills and knowledge through their workplace experiences. Managerial knowledge and skills can be acquired formally or informally as managers deal with challenges that they encounter at their work places. This may be achieved by interacting with peers, solving problems with their superiors, sharing ideas with their subordinates and suggesting their own initiatives on how to deal with outstanding issues. This kind of approach is self-driven and relates in many ways with the managers ability to provide solutions to challenges as they come on day-to-day basis. If properly programmed, this kind of learning is likely to have significant influence on the way MDPs can be delivered because of its cost effectiveness.

# 1.4 CONTEXTUAL PERSPECTIVE

The study on Management Development and the quality of education in Uganda’s public primary schools is specifically focussed on the district of Kakumiro. At the district level, the education department through the Inspectors of Schools ensures that headteachers have the necessary skills and competencies to manage the schools. This is done through regular inspection, support supervision and monitoring of school activities. Inspectors of Schools are quality assurance officers who are supposed to engage school leaders and involve communities in enhancing quality education standards in schools. Ideally, it is through the work of school inspectors that head teachers are nurtured in the different aspects of school management in order to maintain acceptable levels of learning achievements in schools.

However, it should be observed that CPD for school managers in the district of Kakumiro has for the last decade remained a matter of serious concern. It is evident that the current staffing levels of educational officers in the districts is inadequate and lack the capacity to perform their duties to the desired levels. It is a glaring fact that one inspector of schools cannot carry out effective support supervision in all schools in a county in a quarter. Given the meagre funding and the poor mode of transport, it becomes increasingly difficult to reach every school while ensuring that each school is allotted enough time to address salient issues affecting the performance of teachers and headteachers.

For an inspection activity to yield the required outputs, an inspector needs to spend a considerable number of hours in each school investigating all the key areas including curriculum management, actual teaching/learning process, management of instructional materials, time management, discipline of teachers and learners, management of school facilities, management of finances, community/parental participation, management of co-curricular activities, management of hygiene etc. Unfortunately, in Kakumiro,inadequate inspection seems to be affecting the performance of many public primary schools. Inspectors simply pay brief visits to schools and many salient issues concerning school improvement are left unattended to.

# 1.5 THE TDMS DELIVERY STRATEGY

The last twenty years have witnessed a wave of reforms in the education sector with notable emphasis being placed on improving the capacity of school heads to enable them perform their duties effectively. One of these reforms which involved both the districts of Kakumiro was the Teacher Development and Management Systems (TDMS). This programme was implemented countrywide and its structures continue to be a basis of education service delivery in Uganda up to the present date.

The TDMS programme started in 1993 and was implemented in five phases. Funding for the first three phases came from various sources including the Government of Uganda (GoU), the International Development Association (IDA) and the United States Agency for International Development (USAID). The later stages of the programme (phases 4-5) were funded by the Royal Netherlands Government, Irish Aid and the European Union (GoU, 2000). Between 1993 and 2001, over 7,414 head teachers in Uganda underwent a management-training course under the TDMS programme.

This was an in-service programme conducted at Core Primary Teachers’ Colleges in Uganda with the aim of equipping headteachers with basic skills in school management and administration. The programme was designed to last for one year and eight months after which participants would be awarded certificates in basic school management. It was thus expected that the course would help to inculcate professionalism, introduce new educational innovations as well as provide opportunities for continuous professional development for headteachers (Eilor, 2005:43). The programme was implemented through the distance learning delivery approach supported by self-study modules interspersed with short face-to-face sessions and Peer Group Meetings (PGMs).

The Cluster Centre Tutors (CCTs) were trained with the sole objective of giving support to both the teachers and head teachers in form of Continuous Professional Development (CPDs) under the framework of Core Primary Teachers’ Colleges. TDMS organisation at the local level was in sucha way that each Core PTC was designed to operate a carefully planned network of co-ordination enters each with associated network of schools (GoU, 2000). A national criterion for selecting a model school that would serve as a Cluster Centre (CC) focused on its “centrality, accessibility and availability of space for future expansion.” In addition, the school would be a full primary school that would serve as a venue for cluster centre activities including structured in-service courses, meetings, production of instructional materials and informal sharing of experiences (GoU, 2000). At the Cluster Centre, an outreach tutor would be posted by the Core PTC to coordinate TDMS activities in collaboration with head teachers in the Cluster Centre. The head teacher of the Cluster centre School served as the chairperson of the cluster and would be assisted by his executive members.

The original strategy of TDMS was to establish 10 Core PTCs in ten districts of Uganda. In September 1993, the Government of Uganda and its development partners agreed to include more than one district in the area covered by each of the ten Core PTCs. This expansion strategy included ten regions of Uganda (North, North West, North East, East, South East, Central Southern, Southwest, West and Mid-West) as cited in GoU (2000).

However, in 1995 the Ministry of Education (MoES) and Primary Education Reform partners adjusted the implementation strategy to include all districts of Uganda. This led to the need to mobilise for additional funds from other development partners. It was during this time that the training of headteachers in basic management started with support of the CCTs in six Core Primary Teachers’ Colleges. In 1996, the construction of four more PTCs began and TDMS programmes in these colleges took off in 1997. Additionally, in 1998, the Royal Netherlands Government, Irish Aid and European Union funded the reconstruction of 8 existing PTCs to be transformed into Core PTCs (GoU, 2000).

By 2000, there were 18 Core PTCs in Uganda with 539 coordinating centres each with its own cluster of 20-30 outreach schools. This number has since expanded to 23 Core PTCs and 570 Cluster Centres across the country (Ngobi *et al*). The PTCs have continued to support management development initiatives among school heads mainly through Peer Group Meetings (PGMs) conducted by the CCTs in addition to seminars and workshops. Under the current framework of TDMS, the districts, the Core PTCs, the outreach tutors, the line ministry, the individual schools and communities provide a number of inputs, processes and strategies for improved pupil learning within the context of the new delivery (MoES, 1999). These include among others; Continuous Professional Development of teachers and head teachers, development of model schools, in-service training programmes for untrained and under trained teachers and leadership development to help teachers in meeting the demands brought about by the large UPE class loads (MoES, 1999).

Management Development for headteachers was among the keys areas of improvement that attracted greater participation in the two districts. A significant number of headteachers attended an in-service programme at Nakaseke Core PTC. This programme was meant to equip headteachers with basic school management skills focussing on a number of areas including personnel management, financial management, community involvement and mobilisation, staff motivation, time management etc. However, at the close of the project some headteachers who had enrolled for the training did not complete the course and the PTDMP which succeeded TDMS did not take trouble to ensure continuity of the programme.

The TDMS structures and delivery mode remain key in the implementation of education programmes in the district of Kakumiro. Cluster Centres were established each with a Cluster Centre Tutor (CCT). These centres continue to be major avenues of Continuous Professional Development (CPD) in the two districts where headteachers convene with their CCTs during Peer Group Meetings. The CCTs also pay regular visits to individual schools to provide mentorship and support supervision to both teachers and headteachers. Nevertheless, the scope of work for CCTs has continuously increased due to the increased numbers of schools in their areas of jurisdiction but resources to facilitate their activities have not increased proportionally.

In 1999, the process of institutionalization began. The TDMS organisational superstructures got phased out. By 2003, the Ministry of Education and sports and Institute of Teacher Education Kyambogo (ITEK) had taken over responsibility of TDMS. Unfortunately, when the TDMS donor funded project came to an end, the Government of Uganda did not continue with the in-service training of head teachers. The only avenue that remained for head teachers to acquire skills in management was mainly through non-formal and informal activities initiated by CCTs and inspectors of schools. According to GoU (2000), the overall objectives of TDMS were to;

1. To develop and streamline teacher Education curricula.
2. To develop materials to foster the implementation of the new curricula.
3. To conduct training of teacher educators.
4. To set up a teacher education framework based on a network of Core Primary Teachers’ Colleges (CPTCs) and Associated Coordinating Centers (ACCs) and Outreach Primary Schools (OPSs).
5. To use the Core Primary Teachers’ Colleges- based network to conduct pre- service and in-service training of primary school teachers and head teachers.

The TDMS model of MD involved the line ministry (MoES), Kyambogo University, the Core PTCs and Coordinating Centres as illustrated in figure 1.2 below:

## Figure 1.2: TDMS Model of Management Development (MD)

Core PTCs

Co-ordinating

Centres

MoES

KYU

Headteachers’MD

Implementation of TDMS programme

Supervising & Authenticating Core PTC training

Policy Development and resource mobilisation

Source: Field Data

The figure above shows the TDMS model of Management Development (MD) in Uganda’s primary education sector. Under this model, the Ministry of Education and Sports (MoES) had the responsibility of developing the TDMS policy and mobilising resources (funds) to run the programme. The Ministry developed the policy framework and issued guidelines, which provided the overall direction in the implementation of TDMS activities countrywide. The Government of Uganda (GoU) collaborated with donor agencies to fund the training of headteachers in management skills under the Core Primary Teachers’ Colleges (Core PTCs).

Kyambogo University was responsible for designing the appropriate curriculum and the overall supervision and authentication of the headteacher’s course in school management. For the case of Kakumiro, the headteachers went for face-to-face sessions at Nakaseke Core PTC during school holidays. At the coordinating centres, the Cluster Centre Tutors (CCTs) conducted Peer Group Meetings (PGMs) and Continuous Professional Development (CPD) activities to consolidate further and improve on the headteachers’ knowledge and skills in school management. Still at the Coordinating centres, the CCTs also carried out mentoring and support supervision activities to help headteachers improve on their performance and work ethos. When the progamme phased out in 2003, government took over the structures of TDMS and to a limited extent, the CCTs continued to carry out PGMs and CPDs in schools despite the fact that their efforts have always been constrained by inadequate funding.

# STATEMENT OF THE PROBLEM

It is a proven fact that when managers of educational institutions are exposed to Management Development Programmes (MDPs), they are able to create conditions that produce the desired results in their respective schools. The results are achieved when the institutions have clear targets, motivated staff and relevant facilities. In Uganda, efforts have been made to equip primary school head teachers with the relevant skills and competences necessary to enable them perform their roles to the desired standards. In doing so, it was assumed that they would put in place systems that would translate into to good quality of education in Uganda’s primary schools.

Although MD for head teachers in the district of Kakumiro was planned to improve the quality of education in primary schools, there is evidence that this has not been fully achieved. Using results of a study conducted by UWEZO in 2016, it has been revealed that performance of primary school children in Uganda was still low (Uwezo, 2016). For instance, using primary two competency tests in Literacy and numeracy, the study revealed that in Kakumiro district are located; only 2 children out of 10 in P.3 could read a P.2 level story in English. Similar results were also realised in numeracy where only 2 children out of 10 in P.3 could perform a P.2 level division. In local language reading proficiency, only two children out of 10 in P.3were able to read and understand a P.2 level Lunyoro story text.

Performance at P.L.E level in both districts also remains unacceptably low given the small percentage of candidates passing in first Division 1 and 2 compared to the total number of pupils sitting PLE. Out of 12,287 candidates who sat for PLE in 2016, only 892(6%) and 4,517(33.5%) passed in Division 1 and 2 –the level of performance which is considered good. Nonetheless, in Kakumiro, this was not the case; 43% of candidates past in Division 3 and 4 while 12.9% failed as shown in the table below;

## Table 1.1: Performance in PLE in Kakumiro(2016)

|  |  |  |
| --- | --- | --- |
| Grade | Number | Percent |
| Division I | 892 | 6 |
| Division II | 4517 | 33.5 |
| Division III | 3222 | 26.2 |
| Division IV | 2071 | 16.8 |
| Division U | 1585 | 12.9 |
| Total | 12287 | 100 |

Source: Field data

Similarly, in co-curricular activities it is evident that many schools in both districts did not involve children in competitive sports and MDD at school, cluster, district and national levels as is required of them by the ministry of Education and Sports (MoES). In 2016 out of 82 public primary schools in kakumiro only 25 schools participated in co-curricular activities this means that majority of schools in the district are not helping children to develop their psychomotor skills. This is an indicator of low quality of education offered in these schools. Given this state of affairs, no study has been carried out to explicitly investigate the effect of MD on the quality of education in public primary schools in Uganda. For this reason, therefore, the current study attempted to bridge that gap.

# 1.7 PURPOSE OF THE STUDY

The purpose of the study was to analyse the contribution of Management Development (MD) on the quality of education in public primary schools in Uganda.

# 1.8 OBJECTIVES OF THE STUDY

1. To assess the relationship between MD and funding in Public Primary schools in Kakumiro.
2. To analyse the effect of funding on the quality of Education in Public Primary Schools in Kakumiro
3. To measure the contribution of MD to the quality of education in public primary schools in Kakumiro.

# 1.9 RESEARCH QUESTIONS

1. What is the relationship between MD and funding in public primary schools in Kakumirodistrict?
2. What is the effect of funding on the quality of education in public primary schools in Kakumirodistrict?
3. What is the contribution of MD to the quality of education in Public Primary Schools in Kakumirodistrict?

# 1.10 RESEARCH HYPOTHESES

The study was guided by the following hypotheses: -

1. There is no significant relationship between MD and funding in public primary schools in Kakumiro district.
2. There is no significant effect that funding had on the quality of education in public primary schools in Kakumiro district.
3. MD has no significant contribution to the quality of education in public primary schools in Kakumiro district.

# 1.11 SCOPE OF THE STUDY

Scholars agree that the study scope should identify the boundaries of the study in terms of subjects, objectives, facilities, area, timeframe and the issue to which the research is focused. These aspects are essential in defining the parameters in which the study is intended to operate.

## 1.11.1 Content Scope

The study was centred on Management Development and the quality of education in Uganda’s public primary schools. Specifically, attention was focussed on the two essential approaches to MD namely formal and non-formal approaches. The relevance of these approaches in terms of content, methodology and strategies is discussed. The funding of MDPs and the overall management of finances in schools have also been given due attention. Similarly, quality education has been discussed in terms of effective teaching/learning process, curriculum quality, effective assessment of learners, availability of learning facilities and managerial effectiveness.

## *1.11.2 Geographical Scope*

The study was conducted in the kisiita subcounty Kakumiro district. The sub county is found in the western region of Uganda. Kisiita is comprised of 2 counties namely bugangaizi west and east and 2 Cluster Centres. The reason for selecting the sub county for the current study was that the issue of poor performance in PLE has been consistent for the last four years.

## *1.11.3 Time Scope*

The study was confined to the period between 2014- 2019. Within that period, managerial training of primary school head teachers was undertaken under the TDMS strategy. After 2005, the programme was programme was implemented with funding from donor agencies and when this came to an end, the entire structure of the programme was placed under Kyambogo University. It was envisaged that a period of 20 years would be sufficient to provide valuable information relevant for this study.

# 1.12 SIGNIFICANCE OF THE STUDY

The current study is of significant importance to a number of educational stakeholders including school heads, teachers, students of educational management and administration, scholars, human resources practitioners, and the general public. The above categories of people will benefit from this study in a number of ways.

It is worthwhile to note that school heads need to be highly informed of their roles and responsibilities by being equipped with the relevant knowledge and skills in order to perform both the managerial and administrative tasks effectively. Those who will get access to this are expected to get the opportunity to re-orient themselves professionally through exploring this vast body of knowledge. The knowledge, skills, abilities, competencies and capabilities are not only vital in transforming them(headteachers) into effective managers but also necessary in discovering new ways of dealing with the intricacies that are associated with the competitive nature of the 21st century management environment.

For a long time, it has been a belief that managing is the responsibility of only school staff who hold managerial positions. However, this study emphasises that even classroom teachers are managers in their own right and therefore they equally need managerial skills. As such, this study is of great benefit to teachers because it explores possible ways through which they can work as co-managers in a school setting. The study provides a new paradigm for teachers’ increased participation in managerial activities with a focus to improve the quality of education in schools.

Scholars including academics and independent researchers will use this study as a basis for further research in the areas of education, management and other related fields of knowledge. It is expected that basing on the findings and recommendations, further scrutiny of the study is to be made to broaden the knowledge base among the academia especially in the developing world where school leadership and the general quality of education have continued to be criticised.

Human resources management in the developing nations remains full of uncertainties and continues to grapple with endless limitations. In particular, limited research in this field constitutes one of the major hurdles impeding progress in the implementation of policies related to human capital development and the effective delivery of services. In Uganda, the existing skills gap among staff in many public institutions and agencies is a clear indication of a dire need to strengthen research so as to produce viable solutions to energise this sector. This study therefore, goes a long way to provide views intended to empower human resources practitioners to improve service delivery in public institutions.

The study is also expected to be of great importance to the public because of its emphasis on improved managerial skills and education service delivery. It is envisaged that the increased engagement of managers in MD is not only intended to improve the quality of service delivery in schools but also aimed at minimising leakages that always frustrate the efforts of the public from involving in educational activities. This implies that the benefit of this study to educational stakeholders in Uganda and other developing countries is seen in terms of improved quality of education and increased awareness of the centrality of Management Development in schools.

# 1.13 STRUCTURE OF THE DISSERTATION

The dissertation is organised under five chapters. Chapter One introduces the issue under investigation and presents the background of the study comprising of the conceptual, historical, theoretical and contextual perspectives. The chapter further presents the statement of the problem, the purpose of the study, objectives of the study, research questions, study hypotheses, study scope and significance. Chapter Two provides the review of related literature. The review of literature is presented in line with the study variables namely Management Development (MD), Quality Education (QE) and funding. Chapter Three gives the methodological aspects of the study.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

# 2.0 INTRODUCTION

In this Chapter, the study examines Related Literature and establishes the research gaps that the investigation would like to fill. This chapter of literature review was important because of several reasons: -

1. Survey of the available literature in contrast with the focus of the current study
2. It was possible to derive hypotheses;
3. To clarify the concepts of MD and quality education;
4. To clarify theories that are associated with MD;
5. It was possible to construct a conceptual framework for the study.

In this study, literature was reviewed on the basis of the research objectives thus – (i) the relationship between Management Development (MD) and funding in Public Primary Schools; (ii) The effect of funding on the quality of education in public primary schools; and (iii) The contribution of Management Development (MD) to the quality of education in public primary schools.

Under the first objective, a critical survey of the available literature on Management Development (MD) in Uganda is done. Other key aspects of MD which are also analysed in include; (a) the concept of Management Development (b) the significance of Management Development (MD) in the primary education sector (c) the content of Management Development (d) approaches to Management Development and (e) models of Management Development. Under the second objective, the various aspects of funding and their implications on the quality of education in public primary schools are analysed – these include; sources of funding for public primary schools, management and adequacy of funds. Under the third objective, key aspects analysed include; the Basic requirements and Minimum standards (BRMS) and the quality of education, UPE policy and the quality of education, curriculum management and the quality of education in UPE schools, Human Resources Management (HRSM) and minimum standards in UPE schools, Physical Facilities Management and Minimum Standards; Performance Management and the Quality of Education in UPE schools and management of pupils’ welfare.

# 2.1 MANAGEMENT DEVELOPMENT (MD) AND FUNDING IN PUBLIC PRIMARY SCHOOLS

## *2.1.1 Literature Survey on Management Development in Uganda*

The study of Management Development and its relationship to education quality in public primary schools in Uganda has not attracted much scholarly attention. As such, there is a dearth of literature regarding this subject. Therefore, the literature survey presented herein provides the analysis based on few scholarly works on the subject. A study to assess the training needs of primary school headteachers in Uganda was conducted in 1994 and after a thorough analysis, the TDMS programme was launched with a view of equipping primary school headteachers with the requisite managerial skills to enhance the quality of education in primary schools (Pfau, 1996). In response to the training needs that existed, the Ministry of Education and Sports (MoES) developed a one-and-half year basic management training course focussing on developing basic management skills needed for effective school management (Nkata, Opio & Onek, 1994). However, Wandira Kaggwa, Onen & Kimoga (2017) argue that although the TDMS was meant to boost primary school headteachers’ managerial capacity, it had weaknesses in its curriculum standards and delivery system. Given the above concerns over the effectiveness of the TDMS programme in Uganda’s primary education sector, the views do not focus on the funding modalities of the programme. This study aims to bridge that gap by analysing the relationship between Management Development (MD) and funding in the rural districts of Kakumiro.

Another study carried out in the North-West Nile region of Uganda by Odubuker (2007) investigated the influence of headteachers’ management training programmes and their competencies in the management of primary schools. The study findings indicated that there were cases of mismanagement of primary schools, which had an adverse effect on the overall quality of education in the region. Nonetheless, the study which investigated the effect of training in school governance and curriculum management on the performance of headteachers in managing public primary schools in the greater Masaka region of Uganda, established that there was a significant difference between the performance of trained and untrained headteachers – the trained ones managed schools better than their untrained counterparts (Wandira Kaggwa, Onen & Kimoga, 2016). Yet it is argued that effective Continuous Professional Development of school leaders depends to the great extent on the availability of funding required to facilitate the programmes (Kyeyune et al, 2018). This study aims to analyse whether MD for public primary school headteachers in Kakumirois affected by funding.

On headteacher qualification and performance in Mathematics and English, the research by Nanyonjo (2007) showed that pupils in schools with headteachers with lower qualifications performed better than those in schools where headteachers had higher qualifications. The headteacher qualifications were assessed on the basis of the conventional teacher training courses attended such as G.III Teacher Certificate, Diplomas in Education, Post Graduate Diplomas and Bachelors’ degrees in Education. For both Mathematics and English, pupils in schools with headteachers who had ‘O’level with one or two years of teacher training had higher test scores than those who had ‘A’ level plus one or two years of teacher training. However, Juma and Waudo (1999) suggest that institutionalisation of learning and capacity building cannot take place until headteachers are adequately trained – an initiative that requires adequate facilities and financial resources. This study, therefore, seeks to investigate this phenomenon in the context of Kakumirowhere the relationship between primary school headteachers’ MD and funding is not clear.

On the flow of education related human resources and training in Uganda, it was noted that rural teachers and headteachers are isolated and lack access to a network of peers and professional development (Building Tomorrow, 2013) – this explains the poor performance of most rural schools in the country (Building Tomorrow, 2013). The study contends that the best opportunity for ensuring the long-term success of any school lies in building the capacity of its leadership. However, DeJaeghere, Rhiannon and Kyeyune (2009) argue in their study which assessed headteachers’ efficacy in the areas of leadership, management, instructional supervision and community relations that one of the challenges for educators’ professional development is to create a coherent, cost- effective and scalable training programmes which often result in “a one-size- fits all training”. They further suggest that there is need for designing training to target gaps in specific skills domain and give attention to the differing roles and responsibilities of headteachers and deputies in order to improve the quality of education in schools. However, it is not well articulated whether the delivery of the various MDPs is affected by the funding modalities in UPE schools specifically in Kakumiro.

It is also argued that the quality of education in a particular school is dependent on whether the headteacher has the requisite skills to supervise and evaluate the various programmes including teachers’ pedagogical practices –hence, the need for headteachers’ Continuous Professional Development (Malunda, 2017). Another study on teacher support systems and the quality of pedagogical practices in Uganda specifically on teacher supervision, teacher evaluation and teacher professional development, established that teachers’ pedagogical practices were dependent on the manner in which they are supervised, evaluated and professionally developed –this is not possible unless headteachers are properly developed to effectively perform their administrative and managerial roles hence the need for financial support (Giacomazi, 2017). However, the absence of a unified professional development programme for primary school headteachers in Uganda is seen as a huge challenge in addition to the inadequate funding of Cluster Centre Tutors (CCTs) who partly bear the responsibility of providing Continuous Professional Development to teachers and headteachers through the TDMS structures (Kyeyune, Mirembe, Baleeta, Sentongo, Nambi & Katende, 2018). This study seeks to relate the above assertions in the context of Kakumirowhere the delivery of MDPs in public primary schools has been highly critiqued.

On headteacher visibility, teacher characteristics and headteacher trustworthiness in Mukono district in Uganda, it was argued that when a teacher has interacted first hand with the headteacher and appreciates that the headteacher has the knowledge and skills necessary to lead the organisation, that teacher’s competence trust of the headteacher increases (Hite, 2005). Competence trust emphasises the importance of a leader’s knowledge and skills and their ability to reliably employ these to benefit the school (Hallan, Hite, Hite & Mugimu, 2009). To the contrary, it is contended that making the preparation, selection and development of school managers is rarely prioritised due to competing priorities and thus hiring managers with high competence trust has always been an enormous challenge in many organisations (Karen & Sanzo, 2017). This raises the need to investigate whether Management Development Programmes (MDPs) for primary school headteachers are prioritised during the planning process in Kakumiro.

On headteachers’ networking in Uganda’s schools Hite, Hite & Mugimu (2010) suggested the possibility of cooperation among headteachers for purposes of sharing the limited resources like knowledge and skills (Hite, Hite & Mugimu, 2010). Under “co-opetition,” headteachers create cooperative network ties with other headteachers for sharing physical, human and information resources while at the same time competing with them for students and financial resources which students bring. The development of network ties to headteachers can be useful in acquiring resources such as new skills to improve school performance while the absence or inadequacy of headteacher ties can inhibit a school’s access to resources, and consequently its performance.

It is suggested that three key mechanisms namely, homophily, geographical proximity and resource sharing increase the potential for resource flow including funding (Hite, Hite & Mugimu, 2010). Under homophily, contacts between similar people occurs at a higher rate than among dissimilar people. For example, network ties may develop between headteachers of the same gender. Similarly, headteachers may also develop ties to schools with similar strategic characteristics, such as size, type of founding body and academic performance (Hite, Hite & Mugimu, 2010). However, a geographically embedded view of relations is also suggested where close geographical proximity supports ties development between headteachers of different schools owing to the number of opportunities for interactions and the likelihood of reaching available financial resources (Morril, 2004). On the aspect of resources sharing, headteachers of more established high performing schools can mentor headteachers at emerging schools, reaching out to provide physical, human and financial resources; knowledge and social capital (Morril, 2004; Hite, Hite & Mugimu, 2010). Therefore, it is important to investigate whether the system of network ties between headteachers of high performing schools and emerging schools helps to provide funding for MD in Kakumiro.

# 2.2 MANAGEMENT DEVELOPMENT AS A CONCEPT

Management Development is a concept which has attracted significant attention in the recent past. Its meaning and relevance have also been overarching issues in a plethora of international management discourses. Various definitions of MD have been advanced by a number of scholars and management practitioners. The definitions are varied, discrete and sometimes contradictory (Cullent & Turnbull, 2005). In this study, the concept on Management Development is discussed with the intent of shedding more light on the understanding of its applicability and particularly its relevance to the improvement of educational quality in Uganda’s public primary schools.

On one hand, from the people development point of view, MD is defined as a process concerned with improving the performance of managers in their present roles, preparing them to take on greater responsibilities in future and to develop their leadership skills. This involves the acquisition and development of knowledge, skills, capabilities, behaviours and attitudes through experience, events and programmes so that they become productive managers (Armstrong, 2010; Baldwin & Pattget’s, 1994). However, proponents of Organisational Development posit that Management Development (MD) is concerned with preparing managers through deliberate training programmes so that they can move with the organisation as it develops, changes and grows (Aina, 1992; Day, 2000). Contrary to the above definitions, this study attempts to define MD in terms of its linkage to the quality of education in primary schools.

# 2.3 THE IMPORTANCE OF MANAGEMENT DEVELOPMENT

There is ample literature regarding the importance of high-quality school leadership and management development in relation to educational outcomes (Bush & Jackson, 2002; Lumby et al, 2008). In these studies, the quality of school leaders is related to the initiatives taken to prepare school leaders through management and leadership development (Ebot-Ashu &Bisschoff, 2015). It is averred that in preparing managers, there are key issues that should be emphasised thus raising employee efficiency (Richard et al, 2009) and improving organisational performance by building both the organisational and individual competence (Cummings and Worley, 2005). Other studies consider the importance of management development in terms of being competitive managers need to build competitive advantage through attaining competencies such as creativity and discernment so as to maintain as well as advance their positions in their respective market places (McClelland, 1994; MDC, 2010) through human resources capital differentiation (D’Natto et al, 2008). On the other hand, it is also argued that manager preparation should focus on innovation (De jong & Hartog, 2007). The most essential requirement for innovative behaviour in a workplace is the development of skilled and competent human resource (Edralin, 2007). Studies have also linked MD activities to skills and knowledge development (Swap, Leonard, Shields & Abrams, 2001) as well as knowledge sharing (Kullman, 1998; Edralin, 2007; Stagter, 2009). Although these arguments are essential in expanding the general understanding of the importance of MD in formal organisations, the issue of its linkage to education quality in primary schools remains unresolved. Given the above debate, the role of MD in enhancing the quality of education in primary schools is not stated.

The importance of MD is also perceived in terms of both organisational and individual performance (Lee, Craley & Beard, 1993; Adile, 2000). It is observed that MD helps managers build their individual skills, knowledge and abilities, which eventually helps them to make substantial contributions to organisational performance and productivity (Adile, 2000). This is linked to the evidence concerning the specific impact of MD across countries. For instance, in a study carried in the UK, a Management Training Programme carried out by British Telecom was claimed to have saved the company 270 British pounds, a figure estimated to be the value of errors made by incompetent junior managers and waste caused by missed deadlines and customer complaints. However, in another study where longitudinal data from the labour force and industry level productivity was analysed, it was revealed that investment in managerial training increased the values of each manager in productivity terms far more than it cost in creating wages (Dearden et al, 2000). Whereas the above views provide more insights into the scope of this study, they are not directly linked to the Ugandan context –this research therefore sought to examine how MD contributed to the quality of education in Kakumiro.

# 2.4 CONTENT OF MANAGEMENT DEVELOPMENT PROGRAMMES

The emphasis on management development as a means to achieve the necessary standards in organisations has been widely discussed (Higgs, 1988; Nwachukwu, 1988; Isiaka, 2003). Determining the content scope of Management Development Programmes (MDPs) continues to be an overarching issue underpinning Continuous Professional Development (CPD) across countries. There is a widely shared view that continuous professional development programmes should be relevant and outcome-based (Mathibe, 2007). In the US the content of management development programmes is linked to the standards of school leaders, developed by the Inter-State School Leaders’ Licensure Consortium (Bush, 2009). Despite the above views, there is need to analyse the relationship between MD and educational quality in Uganda.

To counter the growing shortage of quality candidates prepared to be elevated from teaching to principal position, the city of Philadelphia embarked on the Leadership in Education Apprentice Design (LEAD) programme (Daresh, 1986). This programme focused on developing leadership skills through workshops designed to identify technical expertise within the district in such areas as law, budget scheduling, use of computers and effective techniques for working with faculty and staff; listening skills, providing information, participatory decision making and school management (Mathibe, 2007). Vermont Standards Board for Professional Educators also agrees that leadership skills are crucial for school heads –these are categorised as planning, interpersonal skills, collaborative skills and partnerships. This notwithstanding, another school of thought put emphasis on the management of resources such as fiscal planning and budget management, facility management and effective learning environments (Vermont Department of Education, 2001). However, the above suggestions do not relate the content of MD to the quality of education in primary schools in the Ugandan. There is need to ascertain whether the content of MDPs in Uganda’s primary education sector is directly linked to the training needs of public primary school head teachers.

Systematic management development programmes for school heads began to take shape in the 20th century in the UK – they were offered at university level inform of specialised courses in education. Such specialist courses were mainly academic in nature and were first offered at the London Institute of Education consisting of higher degrees with elements of educational management appearing in the 1970s (Bush, 1999).

**1.5 MODELS OF MANAGEMENT DEVELOPMENT**

The term model can be perceived as a design for learning, which embodies a set of assumptions about the source of knowledge on a particular practice and how this knowledge is acquired or extended to others (Ingvarson, 1987). The Individually guided MD model recognises that managers can acquire skills and knowledge on specific areas of their professional engagements on their own without necessarily undergoing formal training (Roger’s (1969; Kidd, 1973; Lawrence, 1974; Dunn & Dunn, 1978; Gregorc, 1979; Knowles, 1980; Hering & Howey(1982 Loucks-Horsley, 1987; Sparks & Loucks-Horsley, Louks-Horsley, Harding, Arbukle, Dubea, Murray & Williams, 1987; 1989; Sparks & Loucks-Horsely, 1989). The observation/Assessment MD model takes various forms including peer coaching, clinical supervision as well as teacher evaluation (Joyce & Showers, 1982; Hunter (1982; Glatthorn (1984; Wise & Darling-Hammond, 1985; Glickman (1986); Loucks-Horseley et al, 1987; Sparks & Loucks-Horsley, 1989). The Instructional Systems Design (ISD) modelfocuses on skills training as well as other issues like organisational structure (decision-making, supervision and feedback) and environmental working conditions such as equipment/facilities (US department of defence, 1975; Branson, 1975; Berkowitz & O’Neil, 1979; Berkowitz & O Neil, 1979; Merrienboer, 1997; Wallace, 2001; Culata, 2018). Furthermore, the Blended Learning Programme Model focuses on an action-learning workshop using real life case studies, independent e-learning, traditional instructor-led classroom training, on-demand reference tools, webinars and pod casts (Bloom, 1956; Keller, 1987; Merrill, 1994; Julia & Boone, 2001; Clark, 2002; Jared, 2005; Garvey, 2011). However, Holman (2000) identifies four contemporary models of Management Development namely the academic liberalism, experiential liberalism, experiential vocationalism and the experiential/critical approach. Ostensibly, these views need to be interpreted objectively putting into consideration the different contexts in which the above models work best. The current study attempts to develop a working model that addresses the existing dynamics in the context of Uganda where the issue of public primary school head teachers is contentious.

# 2.5 QUALITY OF PRIMARY SCHOOL EDUCATION

UNESCO (2017) insists that quality primary education should focus on the rights of the whole child to survival, protection, development and participation in learning activities. On the other hand, Sallis as cited in Freeman, 1999 contends that the primary focus of any educational institution should be the needs and the views of its learners because learners are the reason why institutions exist and they carry its reputation. While the focus on learners is emphasised in this debate, the level of schooling is not highlighted. This study, therefore, zeroes on public primary schools in Uganda where the issue of quality has attracted widespread criticism.

School effectiveness (the way the school is organised based on the school mission) is believed to be one of the key determinants of quality education thus in developing countries this requires three elements namely- Basic inputs, facilitating conditions and the will to change (Ralph & Fennessey, 1983; Pennycuick, 1993; Reynolds et al, 1993; Summons, 1995). Other studies have shown that effective schools share several characteristics, which include the display of an orderly environment, emphasis on academic achievement, setting high expectations for students’ achievement and hiring teachers and administrators who expend an enormous amount of effort to produce effective teaching and encourage pupils to learn (Haddad et al, 1990; Purky & Smith, 1993; Creemers, 1994; Scheerens, 2000). The above arguments are not given on the basis of the existing conditions of educational quality in Uganda particularly in Kakumiro, the current study therefore seeks to fill that gap.

In another study, focus is placed on appropriate monitoring, productive climate, practice-oriented staff development, parental involvement, outstanding leadership, central learning skills, examination reforms and effective instructional arrangements (Levine & Lezotte, 1990; Schereens & Boskers, 1997). Other researchers place more emphasis on pressure to achieve, consensus, cooperative planning, orderly atmosphere, evaluative potential of the school, structured teaching, monitoring of pupils’ progress, effective learning time, staff development and opportunity to learn (Cotton, 1995; Cohn & Rosmiller, 1997). There is need to contextualise these views and find out whether they provide practical lessons for Uganda’s primary education sector more so in Kakumiro.

# 2.6 MODELS OF QUALITY PRIMARY EDUCATION

The seven education quality models are the goal and specification model, the resource in-put model, the process model, the satisfaction model, the legitimacy model, the absence of problems model and the organisation-learning model. These are contrasted as discussed below.

The Goal and Specification model assumes that institutions or education systems have clear specifications and goals as indicators and standards for education to be pursued or conformed to (Ka-ho Mok & Kin-Keung Chan, 2000). To this end, an education institution is considered to be of good education quality if it measures to the stated goals or conforms to the specifications given in the institutional plan by involving key stakeholders (Chen and Tam, 1997). The resource input model states that educational quality is a natural result of accessing quality resources and inputs for the institution – the model assumes that in order for an education institution to provide quality services, scarce and quality resources are required to achieve the institutional goals and objectives (Kwek Choon Ling, Tan Hoi Piew & Lau Teck, 2010). The process model maintains that an educational institution is of high educational quality if the internal functioning is smooth and healthy whereas the satisfaction modelavers that educational quality is the satisfaction of strategic constituencies (Henning-Thurau & Klee, 1997; Owila & Aspinwall, 1997; Padilla, 1998; Parker & Mathew, 2000; Giese & Cote, 2002; Eliot & Shin, 2007; Mupa, 2012. Furthermore, the legitimacy model assumes that an educational institution needs to be accepted and supported by the community in order to achieve its goal and objectives (Choon Ling Kwek, Teek Chai Lau & Hai Piew Tan, 2010) yet the absence of problems modelposits that if there is an absence of problems, troubles, defects, weaknesses, difficulties and dysfunctions in an educational institution, such an institution is of high quality (Cheng & Tam, 1997; Yin Cheong Cheng, 2005). Lastly, the Organizational Learning model states that educational quality is a dynamic concept requiring continuous improvement and development of members, practices, processes, and outcomes of an educational institution (Schmuck & Rumkel, 1985; Senge, 1990; Fullan, 1993; Mupa, 2012). Given the above views, the relevance, significance and applicability of the models in the context of Kakumiroare not analysed. This study, therefore, seeks to develop a new model that will fill the stated gap.

# 2.7 GOVERNMENT FUNDING OF PRIMARY EDUCATION

Studies show that five different sources of funding have been identified across countries namely; the state, local communities, families, businesses and external sources (Onsomu, Muthaka, Nagware and Kosimbei, 2006). Today, public resources dominate funding for primary education in OECD countries and the largest share of it goes to finance current expenditures such as teachers’ salaries (Steer & Smith, 2015). However, it is argued that although households in high income countries shoulder a large share of education expenditures at higher education levels than at lower level, in low income countries it is not the case: Malawi is a good example – tertiary education is almost subsidised by the state yet households contribute almost 20% of the cost of primary education (Roser & Esteban, 2018). The above observations are not based on findings from Uganda – there is need to focus on funding in the context of its contribution to the quality of education in Uganda specifically on Kakumiro.

Studies on primary education funding in other developed countries, like the US, show that public schools currently educate more than 90% of all children enrolled in elementary schools – this is a result of the process of education expansion that relied on public funding particularly from local governments, localities and the states (Roser & Esterban, 2000). However, Semuels (2016) notes that although public funding of basic education in the US is significantly high compared to funding initiatives in many developing countries, there were still inequalities between schools for low-income communities and those for the upscale folks. Nevertheless, there is need to critically analyse the system of government funding of UPE schools in Uganda in the context of its effect on the quality of education.

It is also opined that state financing of public education in a significant number of countries in Europe, particularly France, is done at two levels of government – the central government and the communal assemblies, which respectively pay for 80% and 20 % of the total funding for basic education – central funds are passed to communal assembles to pay for 100% of teachers’ salaries (Lindert, 2014). Wolfgang (2006) adds that although the state in France is responsible for the funding of basic education, when it comes to remuneration of staff, it only pays teachers and the non-teaching staff are taken charge of by the local authorities. However, a report by EACEA (2014) gives another view, which indicates that the challenge with the funding modalities in many developed economies including France is that it has always been difficult to find an appropriate funding criterion, which caters for the divergent needs of the different school settings. This has often led to inequalities in the distribution of resources across schools. Given this context, there is need to investigate the levels and methods of funding that cater for the divergent educational needs in Uganda’s UPE schools where concerns over public funding vis-a-vis the quality of education have been on the rise.

Al-Samarrai (2003) contends that over the last two decades, many countries in Sub-Saharan Africa have been able to fund Free Primary Education programme through state driven initiatives. Yet it is postulated that in the current economic context, governments must make difficult choices about mobilising and allocating financial resources especially in the rising demands in the public service sectors (Mehrotra & Moortele, 2008). On the contrary, World Bank (2008) strongly observes that maintaining high taxation and internal borrowing which have historically been one of the most important ways of raising resources needed to implement development policies including Universal Primary Education may not be easy to sustain. It is also argued that budgetary capacity that would allow for the public funding of the provision of universal access to primary education is lacking in many Sub-Saharan economies due to weak state mechanisms (Samoff, 1999; Mukudi Omwami & Keller, 2010). Although the ideas given above are important for this study, they do not give the right picture of the situation as it is in Kakumiro.

# 2.8 ALLOCATION OF SCHOOL GRANTS

School grants are transfer of financial resources and authority from government or NGOs directly to schools or small networks of schools (Winkler & Schlegel, 2005; DfID & LCD, 2009). It is argued that the rationale behind school grants is to reduce bureaucracy, increase relevance to school’s needs, improve quality and achieve equity (UNICEF, 2012). School grants are also considered an important tool that can be used to improve efficiency and equity of the decentralised process. It also recognised that school funding systems which should be effectively implemented are there to advance transparency and accountability so that end users benefit from school grants (Downes, 2004). Yet another study gives a stunning revelation pointing to the fact that in many Sub Saharan African countries, the per capita for learners is one of the main factors that contributes to the high dropout rates in primary schools (World Bank, 2004). It is also postulated that in the mid-1990s, the average primary school in Uganda received only 20% of the central government spending – but with the strict measures of accountability and financial management during the UPE era, the percentage of funds reaching schools had increased to 80% (IOB, 2008). It is in the interest of this study to establish how education grants are utilised more so to address the unanswered question of quality in public primary schools.

It is stated that to equitably allocate funds to schools, a funding formula should be agreed upon and explained to stakeholders (Caldwell, et al, 1999). Due to World Bank conditionality, the use of school funding formulas has spread to developing countries (Alonso & Sanchez, 2011). Research shows that a funding formula can be used to allocate funding both from central government to districts that administer schools as well as from the districts to the schools (Yuhong Du & Zhijun Sun, 2016). A set of criteria to design a school funding formula is suggested focussing specifically on adequacy, efficiency, equity, and simplicity (Rose & Levacic, 1999). Yet according to King, Swanson and Sweethand (2005), the models that determine adequate educational spending levels include professional judgement model, the successful schools’ model, the advanced statistical model and the evidence-based model. In this study, there is need to analyse the model which Government of Uganda (GoU) applies to disburse funds to public primary schools in the country.

Based on adequacy, a funding formula is said to be convenient if schools receive the amount of funding needed to provide an adequate education for the learners (West et al, 2000; Simkins, 2004; Levacic, 2008; West, 2009). Similarly, a funding formula enhances efficiency if the funds are allocated do not give a perverse efficiency signals to the recipients of funding. Majority of funds need to be allocated on a per -pupil basis with no indicators that encourage the school district or schools to be inefficient (Ladd et al, 1999). Another school of thought posits that equity in school funding can be ensured by adjusting the formula to additionally fund those districts and schools with higher structural costs that are caused by factors beyond local control such as severe climatic conditions, topography and sparse population (Yuhong Du & Zhijun Sun, 2016). This study, therefore, aims to find out whether the funding formula in Uganda’s UPE programme, addresses the critical issues of adequacy, simplicity, efficiency and equity.

The successful school model of funding looks at all schools in the state and identifies the ones that are meeting the state approved standards the amount of money these schools are spending becomes the adequate funding level for the state (Picus & Blair, 2014). Another study presents the advanced statistical model, which represents the most technically advanced model that estimates how much money would be needed to attain a certain level of student performance while controlling for the characteristics of the district and its students (Warren, Leslies & Connell, 2013). Picus (2000) proposes the evidence-based approach which relies on current educational research to identify resources needed a prototypical school to meet the status of students’ performance standards which are always subjected to the professional judgement of officials in the state to validate research-based recommendations (Odden, 2004). However, in Uganda, none of the above funding models has been used to allocate UPE funds in public primary schools.

It is also contended that today, countries are gradually moving away from simple pupil-number-based formulas towards considering differences in learning needs of students like varying curriculum goals of educational programmes and different costs of school sites (Ross and Levacic, 1999). Across OECD countries, there are four main groups of variables in school funding formulas – student number and grade level-based, needs-based, curriculum- (educational programme) based and school characteristics-based (Pole, 1999; Simkins, 2004; Levacic, 2008; Fazekas, 2012). Another view claims that in some countries, the role of scientific and supposedly objective cost calculations have played an increasing role in defining the details of funding formulas (Ladd & Hansen, 1999; Yinger, 2004; Hanushek, 2006).While the idea of funding formula appears to be an important issue in addressing gaps in the distribution of financial resources in schools, the debate does not show whether in Uganda it has had any effect towards enhancing educational quality.

However, it is posited that in Sub-Saharan Africa, primary education grants are tagged to two categories of expenditures –current and capital expenditures (USAID, 2010). The former refers to expenditures associated with annually used and consumed items. It is observed that as teachers mostly deliver education services, their salaries are usually the most common current expenditure item – non-salary expenditures cover the rest of the operating costs, which include teaching, and learning materials, textbooks, to operating costs of schools, transportation costs, etc. Capital expenditures include school construction or the purchase of heavy equipment – in all Sub-Saharan Africa, salaries account for the largest share of current expenditure in primary education (UNESCO, 2010). Furthermore, the grants are also categorised, as unconditional and conditional – unconditional school grants are those that the receiving school may spend according to its local priorities while, the conditional grants are financial resources transferred to the school level and tagged to specific expenditure areas such as school inputs, teacher training or to fund specific school projects (Winkler & Schlegel, 2005). Although such funding criteria are also applied in Uganda’s UPE context, there is need to establish whether such approaches to funding have any positive impact on the delivery of education in public primary schools.

# 2.9 UTILISATION OF SCHOOL GRANTS

As a result of major reforms, schools in many developing countries now receive grants directly from central authorities – the rationale behind school grants is to reduce bureaucracy, to increase relevance to school needs, and improve quality (UNICEF, 2012). Yet other studies show that while school grants are a crucial factor of educational management, little is known about their use and their impact on access, quality and equity (Taylor, 1997). Whereas it is important to admit that the above views provide more impetus to this study, the impact of school grants in uplifting the quality of education in Uganda’s public primary schools is not highlighted.

According to Taylor (1997), some studies on one hand estimate large and positive effects of school inputs on student outcomes; while on the other hand, others find little or no effect at all. Others conclude that additional school resources and student outcomes have an inverse relationship to positive student outcomes. However, Reschovsky and Imazeki (1998) point out that even if it can be shown conclusively that spending money on public education at local level results in substantial improvements in student performance, it is important to recognise that there is not a one-to-one relationship between spending and educational outcomes. This study seeks to examine the relationship between school funding and learners’ performance at various levels of the primary education cycle in Uganda specifically in Kakumirodistrict.

To increase accountability for funds, a variety of school financing programmes have some safeguards in place – for instance in Indonesia, school improvement grants programme requires that two members of the school committee sign to open the school’s bank account and to approve each withdrawal and use of funds (Winkler & Schlegel, 2005). Yet another study posits that in Ethiopia where community financing of schools is evidently strong, the school administrators are required to show full accountability by showing value for money in terms of the education activities in the school (Oba Tolesa Daba, 2010). Given the fact that the above views do not address issues on the accountability of funds in public primary schools in Uganda, this study strives to fill the stated gap.

Some studies suggest the adoption of complete centralisation of school grants where the central government has almost total control over all financial distribution to schools be able to utilise the funds effectively and efficiently (Meyer, 1979). However, this approach is criticised because of its bureaucratic nature, a process that is regarded as being both wasteful and inefficient practice – it is also seen as leading to one-size-fits all approach in which, for instance, schools in rural areas are not likely to benefit from policies that are intended to help the urban schools (Vuchic, n.d). It is nonetheless important to investigate how the centralised components of primary education funding in Uganda affects education quality.

Invariably, the practice of decentralisation of school funding has been suggested as a viable solution to effective accountability and popular participation of communities in the decision-making process (South African Department of Education, 2004; World Bank, 2004). The overriding justification of the decentralisation of school funds is to allow key education delivery and decisions to be shared (Motala & Pampallis, 2005). Ryukoku Riss Bulletin (2001) maintains that decentralisation has been a particular concern of donor agencies, with the World Bank and IMF pushing governments to implement greater decentralisation of government grant. However, EQ Review (2005) argues that in practice, weak management capacity and weak system support often make it difficult to realise the positive potential of decentralisation. In the current study, there is need to examine how the decentralisation of school grants in Uganda has been handled to enhance the quality of education in public primary schools.

**2.11 CONCEPTUAL FRAMEWORK**

**Independent Variable Dependent Variable**

**Management Development**

**-**Concept of MD

-Objectives of MD

**Quality of primary Education**

-Minimum standards

-The UPE policy

-School facilities

**Mediating Variable**

**Funding**

-Sources of funding

-Management of school grants

**Source: Study**

# 2.12 CONCLUSION

Chapter Two presented the review of related literature discussed under different sub sections in line with the research objectives. In particular, it highlighted on the following; the role of local governments in promoting MD initiatives, the influence of funding agencies in enhancing MD activities, the impact of MD initiatives on the quality of service delivery by organisations and the approaches to management development and their effectiveness. The chapter provided the different perspectives and contexts of the study as seen by other scholars with specific focus on the five research objectives. This provided a broader outlook to inform the whole research process.

# CHAPTER THREE

# METHODOLOGY

# 3.0 INTRODUCTION

# In this Chapter, the study explains the research methods opted for in the investigation. The nature of the inquest determined the methods and tools that were used to gather data from the field. In this Chapter, the Statistical Research tools are explained. The chapter is designed to cover: -

1. Purpose
2. Philosophical Paradigm
3. Research Design
4. Research Procedure
5. Study Population and Sampling Technique
6. Data Collection Procedure
7. Data Collection Instruments
8. Data Collection Methods
9. Validity
10. Reliability
11. Data Processing and Analysis
12. Ethical Considerations
13. Conclusion

# 3.3 SUMMARY OF RESEARCH METHODOLOGY

## Table 3.1: Summary of Research Methodology

|  |  |  |  |
| --- | --- | --- | --- |
|  | Research structure | Technical category | Explanation and justification |
| 1 | Purpose of the research | To measure the effect of MD quality education | This purpose answers the question “What did the research set out to do?” |
| 2 | Philosophical paradigm of the study | Post-positivist | It is assumed that knowledge already exists. However, it is known from different perspectives hence the need to use mixed-methods. |
| 3 | Research design/plan | Descriptive (Cross-sectional survey type) | This explains how data was collected from respondents in the field. Data was collected from a cross-section of sources |
| 4 | Type of data | Quantitative and qualitative | Both used but hypotheses measured quantitatively. |
| 5 | Tools for data collection | i.Questionnaire  ii.Interview guides  iii.FGD guides  iv. Documents | The main tool was a specially designed questionnaire with a Likert type of scale. |
| 6 | Techniques of measuring effects and relationships | Analysis | Analysis followed themes, topics and variables using narrative and constant comparative techniques for qualitative data and inferential statistics (correlation, regressions) for quantitative data. |
|  | Determining the total causal effect of MD on QE | Path analysis | The independent variable (ID) together with funding to be measured together to arrive at a total causal effect of MD on Quality Education. |
| 8 | Contribution to knowledge | A new model proposed with simulation | This new model with the help of simulation promises to improve quality of education. |

Source: Compiled by Author

# 3.4 RESEARCH DESIGN

A longitudinal research design using a mixed methods approach was employed in the study. It widely recognised that mixed methods research is becoming increasingly articulated, attached to research practice and considered as a major research approach (Denzin, 1978). This approach is a combination of qualitative and quantitative methods. This method provides strengths that offset the weaknesses of both quantitative and qualitative research (Creswell, 1999). A combination of both forms provides the most complete analysis of problems where numbers can be situated in the context of words of participants and they can frame the words of participants with numbers, trends and statistical results. Other scholars such as Rossman and Wilson (1985); Green, Caracelli and Graham (1989); Cook and Reinhardt (1779) have also echoed the centrality of this approach as a vital process in modern research.

**3.6 STUDY POPULATION**

In the current study, the population comprised of head teacherpublic primary schools in kisiita subcounty Kakumiro district. District Education Officers (DEOs), District Inspectors of Schools (DISs) and Cluster centre Tutors from the district took part in the study. The rationale behind the selection of this study population is that both districts were accessible and the subjects have been part of the training programmes that have been conducted at the district, Core PTC and school levels

# 3.7 UNIT OF ANALYSIS

A unit of analysis is the major entity that is analysed in a study – it includes individuals, groups, social organisations and social artefacts (Yurdusev, 1993). In this study, the unit of analysis were the head teachers of public primary schools in Kakumiro district.

## 3.7.1 Determination of Minimum Sample

The minimum sample was based on a confidence level of 95%. This implied that the outcome had to be 95% accurate and only 5% was allowed for error. For that matter, the minimum sample was determined using the following formula;

P% × q% × (z/e) 2 where P = the percentage that completed the questionnaires accurately and returned them, q = those who may not be able to return the questionnaire, e=error term and z = z score. So, P × q × (z/e) 2 = 60 × 40 × (1.96/5)2.

2400×0.392 =2400 × 0.154 =369.6 =370.

## 3.7.2 Sample Selection

## A sample is a selected fraction of the total number of units of interest to decision makers for the ultimate purpose of being able to draw general conclusions about the entire body of units (Post Anesth, Nurs, 1991; Fam Med, 1991). It is important to select a sample from a population in order to make a conclusion to achieve the research objectives (Saunders et al, 2007). It is not always advisable to survey the entire population due to time and financial constraints. In the current research, a five-step procedure based on Churchill and Lacobucci’s (2002) model was followed.

## Figure 3.1: Five-step Procedure for Drawing a Sample

Step 1. Define the target population

Step 2. Identify the sample

Step 2. Identify the sample frame

Step 1. Define the target pop

Step 3.Select a sampling method

Step 3. Select a sampling

Step 4. Determine the sample size

Step 4. Determine the sample

Step 5. Collect data from the sample

Step 5. Collect data from the

Source: Churchill and Lacobucci (2002)

Sampling is a procedure where a fraction of the data is taken from a large set of data, and the inference drawn from the sample is extended to the whole group (Des Raj, 1972). The method used to select the sample is of significant value in determining the validity of the inferences from the sample to the population (Hopkins, Glass & Hopkins, 1988).

***3.7.2.1 Sampling Techniques to Obtain Data***

Simple random sampling was used to obtain responses from the head teachers. Using this sampling technique, each headteacher was chosen entirely by chance hence each member had an equal chance of being included in the sample as advocated by Xiangrui (2013). Although there were 227 head teachers in Luweero, only 114 were needed. In Nakasongola there were 142 head teachers but the responses were gathered from 71 only. Since all these head teachers had participated in the various MD programmes, they all had equal chances of being respondents for this study. The minimum sample when adjusted to the total population of head teachers in the two rural districts was computed as follows;

S =

S

S =

S =

S = 185 respondents

Stratification was used to determine the number from each district. The formula is;

r =

Where C = Category (population in district), S = Sample, P = Population, r = required respondents

r

r =113.5

r =114 = Kakumiro

***3.7.2.2 Purposive Sampling***

Purposive sampling was employed to select the District Education Officer, Inspectors of Schools and Cluster Centre Tutors. Hence, (1 DEO and 1DIS) and six Cluster Centre Tutors were selected from the two districts. The purposive sampling technique was employed because it targeted the supervisors of head teachers of public primary schools. These district officials were familiar with the MD programmes and the quality of education in schools in their areas of jurisdiction. The information got using this technique helped to confirm the perceptions of the head teachers as given on the self-administered questionnaires.

**3.8 DATA COLLECTION PROCEDURE**

Data collection required one to gather data from the field, that is, in the district of Kakumirodistsrict. This meant that questionnaires were served to head teachers at the 114 schools in Kakumiro district. Data collection was executed systematically following the procedures as summarised in the following tables: -

## *Table 3.3: Phase I of Data Collection (Preparation for Fieldwork)*

|  |  |  |
| --- | --- | --- |
| Phase II | Preparation of people and materials | Accomplishment |
| Prepared letters and tools | Achieved |
| Made appointments with district officials | Achieved |
| Trained four research assistants | Achieved |
| Deployed two research assistants to Kakumiro district | Achieved |
|  |  |

*Source: Compiled by Author*

## *Table 3. 4: Phase III (Data Collection in the Field)*

|  |  |  |
| --- | --- | --- |
| Phase III | **Data collection** | **Accomplishment** |
| Research assistants distributed questionnaires | Accomplishment |
| Interviewed six in Kakumiro district | Achieved |
| Observation of learning environment | Achieved |

*Source: Compiled by Author*

## *Table 3.5: Phase IV (Focus Group Discussions)*

|  |  |  |
| --- | --- | --- |
| Phase IV | FGD | Accomplishment |
| FGD conducted in Kakumiro district | Achieved |
|  |  |
| Data obtained collated | Achieved |

*Source: Compiled by Author*

# 3.9 DATA COLLECTION INSTRUMENTS

# Field research had to be conducted using tools to gather data. Mugenda and Mugenda (2003) observe that for any study to be successful, the researcher needs to develop instruments with which to collect the necessary information from the field. The type of instrument to be employed depends on the nature of data to be obtained. The tools were:

## 3.9.1 Questionnaire

In this study, quantitative data was collected using closed-ended questionnaire. Mugenda and Mugenda (2003) further explain that closed-ended questionnaires consist of written questions, which are accompanied by a list of all possible alternatives from which respondents select answers that best suit their situation. It is suggested that a questionnaire should be carefully designed in accordance with the specifications of the research questions and hypothesis (Amin, 2005). The rationale behind the stated questionnaire design is to consolidate the possibilities for generating a broader range of data needed in the analysis of each of the research objectives. This type of questionnaire is believed to be inexpensive and convenient in gaining information especially from the literate populations (Berdie, Anderson & Marsha, 1986).

The structure of the closed-ended questionnaires was in such a way that they were arranged into content sub-sections. Each section was introduced using a short statement reflecting its content and purpose. The purpose of the short statements was to help the respondent comprehend what the question was about without spending too much time (Mugenda and Mugenda, 2003). The questionnaire was designed in sections as stated below;

1. *Demographic Information of Participants*

This section included variables such as age, gender, marital status, academic qualification, professional experience, religious affiliation and substantive grade of the headteacher. The rationale behind this section was to determine whether the above stated variables affected respondent’ feedback.

1. *Questions on Likert scale*

This section comprised questions/statements aligned to each of the research objectives. Given that the targeted respondents were literate, they were asked to complete the questionnaires themselves (self-administered).

It was clear that the questionnaire as a major tool had 116 items. The head teachers who participated in this study answered all the questions. Apart from the first which deals with demographics, the remaining four carried different items on Likert scale (Likert, 1932; McLeod, 1984). The scale is presented as follows;

1. Strongly Agree = 5
2. Agree = 4
3. Neither accept no refuse = 3
4. Disagree = 2
5. Strongly Disagree = 1

The scale measured the respondents’ perceptions of the items on the tool. Furthermore, the scale allowed for all the needed computations of Cronbach, mean, correlation, regressions, path analysis and others using SPSS software. This gave credibility to the findings and conclusions made.

**Table: 3.6: Sections of the Questionnaire**

|  |  |  |
| --- | --- | --- |
| Section | Numbers of items | Percentage |
| Demographics | 10 | 11 |
| MD | 30 | 26 |
| Funding | 25 | 21 |
| Quality of Education | 27 | 22 |
| General assessment | 24 | 20 |
| Total | 119 | 100 |

*Source: The author*

## 3.9.2 Interview Guide

These were lists of open-ended questions for various categories of respondents particularly the DEOs, Inspectors of Schools and Cluster Centre Tutors (CCTs). To collect qualitative data, interviews as advocated by Fowler (1990), Steward and Shamdasani (1990) were conducted especially when the respondents’ words were deemed to be critical. The interviews allowed for in-depth probing of attitudes and experiences relating to participants’ experiences about MD and the quality of education in UPE schools in their areas of jurisdiction. The interviews included 2 DEOs, 1 Education Officer and 6 CCTs from Kakumiro. The respondents were interviewed individually at their work stations whenever it was convenient to them. DEOs were interviewed on 16th July 2016 and 24th July 2016 in the district of Kakumirorespectively. Others were interviewed between 17th and July in Kakumiro and 26th - 30th July in Hoima. The information gathered during interviews was used to support the data gathered statistically. This gave more credibility to the analysis contained in the chapters on findings.

# 3.10 DOCUMENT REVIEW PLAN

Documentary review involves the analysis of the documents that contain information about the phenomenon (Bailey, 1994). It is also described as a technique used to categorise, investigate, interpret and identify the limitations of physical sources, most commonly written whether in the public or private domain (Payne & Payne, 2004). Using documentary review, you can be able to access information that would be difficult to get in any other way (Monageng, 2007). In this study, a review of primary

documents relating to the training of head teachers and quality of primary education was planned, and these were obtained from the district education departments of Luwero and Nakasogola, PTCs of Nakaseke and Luteete, cluster centres and primary schools.

# 3.11 FOCUS GROUP DISCUSSION PLAN

A Focus Group interview is a qualitative technique for data collection where a group comprising of individuals with certain characteristics carry out discussions on a given issue or topic (Anderson, 1990). It is advised that a Focus Group should consist of about six to nine members who are brought together by a trained moderator to explore attitudes and perceptions, feelings and ideas about the topic (Denscombe, 2007; Morgan & Krueger, 1993). In this study, a Focus Group Discussion plan for the district of Kakumirowas made. The FGD plan included: (a) the key study areas to be put to the group, (b) seeking an overall perception on every variable, and (c) counting the responses and translating them into percentages. This was necessary because the reporting of the final FGD results was given in percentages.

# 3.12 OBSERVATION PLAN

Participant observation as a data collection tool in qualitative studies (Jorgensen, 1989) was also a necessary undertaking in the study especially in situations that called for on-spot analysis of the developments. This technique of data collection involves the direct observation of the phenomena in their natural setting (Grove & Fisk, 1992; Richie & Lewis, 2003). In this study, the observation plan of the public primary schools was arranged such that 7 schools in Kakumiro district were visited. The things observed included infrastructure, school routines, staffing and the management styles of headteachers.

**3.13 SECONDARY SOURCES**

The review of the secondary documents was carried out systematically. That is, literature review followed the themes of the study like Management Development, quality education and funding. The document review plan was made in that way so that the review was aligned to the study analysis**.** According to Sekaran (2003), secondary data can be defined as data that already exists and does not need to be collected. These include statistical bulletins, government publications, published and unpublished academic papers and online data (Galiwango, 2008). The use of secondary data sources was of significant advantage in this study because it was cost effective and time saving. Time was taken to scrutinise the data in order to establish whether it could be applied in the context of the study. It is always advised that it is never safe to take published statistics at their face value without knowing their meaning and limitations (Parsons, Charlotte, Hiskens, Achten & Costa, 2012). Before using the data, the researcher has to ensure that they are characterised by reliability, suitability and adequacy (Kothari, Leone & Wasley, 2005). Therefore, the study took keen interest in establishing reliability by analysing the sources of the data, the methods used to collect the data and the time when the data was collected. Secondary documents were obtained from the libraries of Makerere and Nkumba universities. Others were accessed from the internet using goggle search engine.

**3.14 DATA COLLECTION METHODS**

Data collection methods refer to the ways that were used to collect data. Both quantitative and qualitative methods were used. These methods were;

**3.14.1Survey Method**

This is the research method whereby data is gathered from respondents within a short period. The respondents as noted were drawn from both Kakumirodistricts. The survey method was deemed most appropriate because the respondents belonged to the two districts; both female and male head teachers were considered. Youthful and old head teachers plus those in town and village schools participated in this study. The survey method had the advantage that it was possible to obtain responses from the many respondents in a very short period.

**3.14.2 Review of Primary Records**

The primary records included information at the districts, in the Core Primary Teachers’ Colleges and some school records. These records were mainly about the TDMS, funding, and students’ performance specifically in public primary schools.

**3.14.3 Review of Secondary Data**

This is a method where published works are reviewed. So, books, articles and reports were read in order to clarify the issues related to MD, funding and the quality of education. The library of Nkumba University, databases, Google search engine and online resources were consulted from time to time for a period of two years.

**3.14.4 Observation Method**

Observation method was also employed to particularly see the physical scale of some few schools. The ambience of the schools tells a lot about the quality of education offered there. This is possible because the state of classrooms, the furniture and learning materials contribute to quality education.

**3.15 VALIDITY OF INSTRUMENTS**

# To determine whether each item on the questionnaire was valid, a validity test was carried out. Scholars agree that validity is the extent to which a test measures what it is supposed to measure (Gregory, 1992; Westen & Rosenthal, 2003). Validity is also defined as “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie & Rubin, 1989). However, another definition describes validity as the degree to which an operation results in a measure that accurately reflects the concept it is intended to measure (Algina, 1986). Other scholars suggest that a measure cannot be deemed valid in a simple instance of a study but rather multiple studies must be done over different samples and the collection of validity must cover specified areas (Messick, 1995; Crocker and Algina, 1986; Gregory, 1992; Patton, 2002). In this study content validity approach as advocated by (Patton, 2002) was employed to measure the validity of the instruments. To measure the Content Validity Index (CVI), the following formula was used;

Where VR = Very Relevant = 4

R = Relevant = 3

SR = Slightly Relevant = 2

NR = Not Relevant = 1

So, in the current study, CVI =

CVI = =0.85

CVI = 85%

The result of the CVI of 0.85 was greater than the cut-off point of 0.6 as proposed by Amin (2005). The implication of this was that the items on the questionnaire were valid to bring out the desired responses.

# 3.16 RELIABILITY OF INSTRUMENTS

Carmine and Zeller (1979) define reliability as the extent to which the instrument yields the same results on repeated trials. Mason & Bramble (1989) describes reliability as the consistency or dependability of the test score or the ratio of the variance in true scores to variance in observed scores. Babbie (1989) presents it as the degree to which a particular technique applied repeatedly to the same object would yield the same result each time. However, there are several ways of measuring reliability, each with its own implications. In this study, the internal consistency reliability was measured using the Cronbach Alpha statistics. The results were as follows:

## Table 3.7: Cronbach Alpha Statistics

|  |  |  |
| --- | --- | --- |
|  | **Variables** | **Cronbach alpha** |
| 1 | Management Development | 0.663 |
| 2 | Funding of schools | 0.886 |
| 3 | Quality Education | 0.784 |
|  | *Average* | *0.778* |

*Source: Author*

The variables in Table 3.7 gave an average Cronbach Alpha Coefficient of 0.778 hence, 78%. Since this average was greater than 0.6 or 60%, it meant that the sections or scales were consistent and therefore reliable. It is often held that the higher the coefficients, the better the reliability of the instrument (Sekaran, 2003). The results of the test were high which meant that the sections were consistent and for that matter, the results could be relied upon.

# 3.17 DATA PROCESSING AND ANALYSIS

Analysis was done of both quantitative and qualitative data. Amin (2005) emphasizes that data processing is a vital stage in a research undertaking; it is a stage where data is prepared for analysis by making it as error free as possible. This process includes editing, coding, computer data entry and the verification of the data entered onto the computer. Editing was done by examining the interview guides and questionnaires to detect errors and omissions in order to ensure that the data are accurate. This was done through field editing (as soon as the interview or questionnaire were completed) and central editing (when all forms and schedules were returned to the office). A coding guide was developed to explain how responses would be rated. In this case a five-point Likert Scale was used to determine the strength of the responses of in selected quantitative data. For example, codes like 1, 2, 3, 4 and 5 were matched with Strongly Agree, Agree, Neutral, Strongly Disagree and Disagree respectively. Tabulation was applied in summarizing data in questionnaires where percentage values and frequencies were presented in form tables, graphs and pie charts. SPSS version 21.0 was used to analyse quantitative data.

## Table 3.8: Techniques Used in Analysis of Each Sub-Question

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Variables | Data used in analysis | Techniques of analysis applied | Justification of the type of analysis |
| 1 | Quality of data | Questionnaire items | (a) Content Validity Index  (b) Cronbach alpha | To establish the credibility of instruments, data and results |
| 2 | Management Development and funding | (a) Qualitative  (b) Quantitative | (a) Descriptive  (b) Narrative analysis  (c) Explanations  (d) Correlations  (e) Regressions | To gauge the relationship |
| 3 | Funding of public primary schools and quality education | (a) Quantitative  (b) Qualitative | (a) Descriptive  (b) Explanations  (b) Correlations | To analyse the effect |
| 4 | Quality of primary education and Management Development | (a) Qualitative  (b) Quantitative | (a) Descriptive  (b) Narrative Analysis  (c) Explanations  (d) Correlations  (e) Regressions | To measure the contribution |
| 5 | Total causal effect | Quantitative | (a) Correlation  (b) Path analysis  (c) Hypothetical model | To determine the total causal effect |
| 6 | Contribution to knowledge | Quantitative | Simulation | To predict the effect of the new proposal |

Source: Compiled by author

## 3.17.1 Quantitative Analysis

This analysis involved using both descriptive and inferential statistics. The major reason for this approach was to assess the relationships or effects of one variable on another as already stated in Table 3.5. To determine the relationships between variables, Pearson’s Product Movement Correlation (PMC) was used. In addition, the simple linear regression analysis was done to assess the predictive power of the independent variables over the dependent ones. For computing the total causal effect that MD had on QE, a hypothetical model was constructed using path analysis. The coefficients of both exogenous and endogenous paths were computed. Having arrived at the total causal effect, it became necessary to statistically compute the contribution of the proposed model to the quality of education.

## 3.17.2 Qualitative Analysis

Qualitative data was analysed by carefully organizing the data (editing and cleaning up field notes from interviews); generating themes, categories and patterns. The factual code helped to identify facts, attitudes and feelings of the interviewees. The researcher was then able to evaluate and critically analyse data to establish the adequacy, usefulness and consistency of the information

# 3.18 ETHICAL CONSIDERATIONS

The major ethical issues in research are informed consent, beneficence, respect for anonymity and confidentiality and respect for privacy (Fouka and Mantzrou, 2011). In this study, the integrity of the research process was treated as a matter of crucial importance. Steps were taken to protect the dignity of participants. In this study, the principles of the APA guidelines were adopted where participants were told about the general nature of the study. They were also made to know that the study would not cause any harm or risk to them. They were assured of confidentiality and anonymity. They were also free to decline participation at any time if they wished to do so. Before responding to the questionnaires and interviews, participants were required to sign a statement of informed consent (See appendix). Permission was also sought from National Council of Science and Technology plus the presidents’ office before field research was conducted.

# 3.19 CONCLUSION

Chapter Three discussed the methodological aspects of the study. The study employed a survey design with a mixed methods approach. Procedural requirements to obtain permission to carry out the study in the two districts were fulfilled through the ethics committee, Uganda National Council for Science and Technology (UNCST) and the President’s Office. The study population included head teachers in Public Primary Schools (PPSs, Cluster Centre Tutors (CCTs), inspectors of schools and District Education Officers (DEOs) in Kakumiro.A questionnaire was used to collect quantitative data while qualitative data was collected using interview guides, FGD and observation. To ensure ethical consistency, APA guidelines were followed. Data processing was done through editing, coding, computer data entry and verification. After this, analysis was carried out.

# CHAPTER FOUR

# INTERPRETATION AND DISCUSSION OF FINDINGS

# 4.0 INTRODUCTION

This chapter examined the relationship between Management Development Programmes (MDPs) and funding in Uganda’s public primary schools with specific focus on the district of Kakumiro. The findings, interpretation and discussions are presented at the same time on the basis of the research objectives and hypotheses. The specific themes examined included Perceptions, structure, methods andcontent of MDPs. The relationship between MDPs and funding has been presented through correlation and regression analyses. The findings on each variable are presented first, then the results of the tested hypothesis are explained.

## Figure 4.1: Head teachers’ Perceptions about MDPs

Source: Field data

It is indicated that 81% of the headteachers were not exposed to those aspects when they were teacher trainees in PTCs. This implied that management development was not part of the core curriculum areas for the training of primary school teachers. Therefore, there is no training for school heads in Primary Teachers’ Colleges (PTCs).

# 4.2 GENESIS OF MD FOR HEADTEACHERS IN UGANDA

The MD approach popularly known as the Teacher Development and Management Systems (TDMS) hit Uganda’s Educational landscape on 2nd June 1993 (MoES, 1993). It was intended to be a component of education reform programme. The vision of TDMS as was emphasized by the World Conference on Education for All (WCOEFA) in Jomtien, Thailand was to enhance quality in education. The TDMS sought to follow some specific recommendations that were made by the Education Policy Review Commission (EPRC) in 1989. The relevant recommendations were;

Recommendation No. 140 “Government should renovate, repair and replace buildings and equipment in Primary Teacher’s Colleges (PTCs) as a matter of priority.”

Recommendation 144 “Every Primary Teachers’ College should have adequate institutional materials and facilities including workshops, science laboratories, libraries, classrooms, games and recreational facilities, kitchen and dining halls, staff house, transport, drinking water, lighting and dormitories.”

Given the above recommendations, one of the reforms of the Primary Education Reform Programme (PERP) was to strengthen teacher training programmes by improving curriculum content, making standard materials available and integrating pre-service, in-service and management training to increase the percentage of trained teachers and administrators. The TDMS as a Management Development strategy was to use the in-service management support. This was operationalised by providing one-year training in basic management for head teachers in primary schools to enhance their effectiveness and efficiency in performing their duties through on-the-job training. The strategy further applied self-study modules and Peer Group Meetings (PGMs) on weekends at coordinating centres and short face to face residential sessions at the PTCs during holidays (MoES, Final Report on TDMS, pg 23).

It is worth pointing out that TDMS as a MD strategy had a strong component of developing management competencies of head teachers of primary schools in the whole country.

# 4.3 ORGANISATION OF TDMS

First, the National Primary Education Reform Programme Management Committee (PERPMC) began its activities in 1993 when it was launched as a policy making management body. So, the PERPMC was one of the organs associated with TDMS.

Secondly, the TDMS had an advisory committee chaired by the TDMS national committee. The members of the committee were drawn from multi-collection of stakeholders, departments and institutions. These were as illustrated below;

## Table. 4.1: Members of the TDMS Advisory Committee

|  |  |
| --- | --- |
| **Institution** | **Number of representatives** |
| Former institute of Teacher Education – Kyambogo (ITEK | 1 |
| National Curriculum Development Centre (NCDC). | 1 |
| Uganda National Examination Board (UNEB) | 1 |
| Education Service Commission (ESC) | 1 |
| National Teachers’ Colleges Directors’ Forum | 1 |
| Primary Teachers’ Colleges (PTCs) Principals’ Association | 1 |
| Ministry of Local Government | 1 |

**Source: Field data**

Thirdly, at the national level TDMS implementation unit was headed by a coordinator who was responsible for not only implementing it at the national level but also directing the implementation of TDMS activities at district and local levels. The managerial training component of TDMS sought to develop the capacity of school heads and their deputies through an in-service off-the-job training mode. Under this arrangement, the head teachers would go for managerial training during holidays so that normal school programmes would go on uninterrupted.

# 4.4 THE IMPLEMENTATION OF MDPS IN KAKUMIRO

In this section, the study focussed on assessing how the development needs of head teachers in the district of Kakumirowere met. This necessitated analysing the training and development objectives in the two districts and also finding out whether Management Development Needs Assessment (MDNA) was regularly carried out to identify the capacity gaps among primary school head teachers. It was generally agreed that Management Development Needs Assessment (MDNA) was the first step in MD process and was conducted to determine where the training was needed, what needed to be taught and who needs to be trained (Brown, 2002). It was also important to establish whether MDPs were conducted in accordance with the procedures laid down by the Ministry of Education and Sports (MoES) to avoid unnecessary irregularities in schools. The section also sought to scrutinise the methods used to carry out MDPs in Kakumiro district.

# 4.5 OBJECTIVES OF MDPS

MD objectives set out what the trainees should be able to achieve after undergoing training. This was based on the results of the MD needs analysis (Erasmus et al, 2008). Stated differently, MD objectives serve as a road map for selection of the training content, methods and implementation of the programme. It is emphasised that MDPs should include various learning objectives that when attained lead to the learner achieving the overall goals of the training programme (McNamara (1997) as cited in Kennedy’s (2009). As the study revealed, the objectives of MD are two-fold; the first one was to enhance organisational development and the second was to increase individual development. To the organisation, MD aims to develop skills, knowledge and abilities in the workplace; improve performance of the employees in their present positions; reduce labour turnover; enhance customer satisfaction through improved quality of services and to respond to changes in the workplace such as new technology and systems, internationalisation and global competitions. To the individual managers, MD is carried out to prepare workers for higher positions to which they can be promoted; to motivate workers so as to achieve better results and have high self-fulfilment; to enhance the value of the employee in the labour market and to improve earning, productivity and profitability.

It was also noted that every MD intervention should lead to a systems outcome at some point. The development of workplace expertise has become vital for organisations. For that matter, it is imperative to adapt to change and maintain optimal organisational performance. This is because of global competitiveness, the almost continuous restructuring activities, demographic changes in the workplace, customer demands and rapid technological changes that keep on dictating the nature and pace of MD across different organisational settings.

In the current study, views on the objectives of MD at organisational level in the district of Kakumiro district were obtained through interviews with education officers. The Education Officers namely the DEO’s and Inspectors of Schools were identified as key actors particularly during the districts’ technical planning process. As members of the District Technical Planning Committee (DTPC) they played a key role in the training and development of school heads. During interviews, the officers were asked to rank the objectives of MD in regard to their districts and the results are as shown in the table below:

## Table 4.2: Objectives of MD in Kakumiro

|  |  |  |
| --- | --- | --- |
| **Objectives** | **%** | **Rank** |
| To improve skills and knowledge in the workplace | 44 | 1 |
| To increase productivity | 40 | 2 |
| To enhance customer satisfaction | 10 | 3 |
| To respond to changes in the workplace | 03 | 4 |
| To minimise waste | 02 | 5 |
| To reduce labour turn-over | 01 | 6 |
| Total | 100 |  |

*Source: Field data*

Table 4.2 shows the results of the ranking of MD objectives in the district of Kakumiro. It was revealed that “improving knowledge and skills in the workplace” ranked 1st while “increasing productivity” emerged the 2nd enhancing customer satisfaction came third. As the results show, it was important to equip head teachers with managerial skills so as to improve their work efficiency which would help to realise improved performance in schools. Majority (67%) of participants acknowledged during FGDs in both districts that effective managerial training, development and education were key in providing big playoffs in terms of increased productivity, knowledge, loyalty and contribution to the growth of schools. Therefore, investing in managerial training for primary school head teachers was one of the ways to improve the quality of education in public primary schools.

The other training objectives did not attract the attention of most respondents as the combined score of all of them scruffily totalled to 6%. It was realised that in both districts a lot of effort was relentlessly geared towards improving performance in schools. To the leaders in the education department, this required head teachers to improve their job efficiency through the acquisition of additional skills and knowledge in performance management.

It should be emphasised that improving performance in schools is such an enormous challenge that has to be addressed through a multi-pronged approach. Training and development objectives should therefore aim at filling capacity gaps that appear to be affecting organisational performance at different levels by providing a range of MD strategies. While the enhancement of skills and knowledge remains an enviable aspect in performance management, it is equally important that each time MD is organised, more development needs have to be identified and included in the development strategy in order to come up with a strategy that addresses the diverse challenges faced by headteachers at their work places.

# 4.6 CONDITIONS TO PROCEED FOR MANAGERIAL TRAINING

Through document review, it was discovered that due to the increasing number of teachers and headteachers applying to go for further studies, procedures and conditions were set for those who intended to undertake long term training of nine months and above. The procedures were stipulated in different circulars that were issued by the Ministry of Education and Sports (MoES) with the aim of streamlining the entire process for those who needed to proceed for upgrading (MoES, 2007; MoES, 2012). The procedures included the following;

1. Submission of an application letter to the training institutions through the responsible immediate supervisors and the Chief Administrative Officer.
2. On admission to the training institution, the responsible staff is required to apply to the Chief Administrative Officer (CAO) for study leave.
3. After receiving the application for study leave, the CAO has to submit a request for the same to the District Service Commission (DSC).
4. Headteachers/teachers should proceed for training only after the DSC has approved the requests for study leave.

It was evident during the FGDs that after receiving admission letters from the respective institutions, majority of those who had gone for upgrading did not bother to get authorisation from the District Service Commission (DSC). In Kakumiro, half of the headteachers who participated in the FGDs revealed that they did not follow all the procedures when they proceeded for upgrading as stipulated in the circulars. The participants explained that the process was so cumbersome and bureaucratic. A lot of time would be spent on movements to the DEO’s and CAO’s offices. This notwithstanding, the courses were conducted during holidays – implying that normal school programmes would not be interfered with. Above all, the districts did not sponsor those who applied to go for further studies. So, the headteachers felt it wasn’t necessary to go through all that cumbersome process except if one intended to go for a full-time course which required them to apply for a study leave.

In addition to the above procedures, head teachers/teachers intending to proceed for up-grading courses were also required to fulfil the following conditions;

1. Should have been confirmed in service.
2. Should have served for a minimum of 3 years after completing the previous long course.
3. There should be evidence to confirm that the person applying for study leave is on the pay roll by attaching a recent copy of the pay slip.
4. Study leave for long courses are only granted where the courses are relevant to the curricula of the primary education sector.
5. Long-term management courses are only eligible to head teachers, their deputies or heads of department at a post graduate level only.
6. Approval to proceed for short courses in non-teaching areas is issued by only the CAO.
7. Study leave is with pay. Staff on study leave should not be deleted from the payroll.
8. A person proceeding for further studies without being granted study leave is assumed to have abandoned duty. Such cases have to be submitted to the DSC and removed from payroll.
9. On completion of a long course, head teachers/teachers have to be awarded salary increment in accordance with circular standing instructions of 1989.
10. Release of a headteacher/teacher should be planned so that there is no disruption of the curricula programmes in schools.

The study revealed that some of the conditions stated above were applicable to all head teachers who had gone for further studies. For instance, all the head teachers who participated in the FGDs in both districts indicated that they were confirmed into service and had served for more than the mandatory three years. Additionally, all of them were on payroll and had pursued courses in their relevant fields of specialisation. However, majority (87.5%) of the participants acknowledged that by the time they went for further studies, they had not got letters of approval from the CAOs office. This was common among those head teachers who enrolled for in-service courses. Furtherstill, it was noted that salary increments were not effected on the basis of one’s academic qualifications as stated in the circular standing instructions of 1989 but rather on the understanding that a person must have been promoted to another level of responsibility.

# 4.7 IDENTIFYING MANAGEMENT DEVELOPMENT NEEDS (MDN)

Identifying MDN has become a priority in many contemporary organisations due to its ceaseless and distinctive role in improving the knowledge base and skills of managers across the globe. Identifying MDN requires careful scrutiny of organisations’ mission objectives, personnel and production costs. This implies that in order for any MD to be purposeful and effective, it must reflect the actual needs of participants. Thus, without this step there can be no solid diagnosis to determine whether the training was correctly designed.

Through FGDs, chairpersons of cluster centres were asked to mention how Management Development Needs Assessment (MDNA) was done in the district of Kakumiro–it was noted that the activity was conducted on annual basis by the education department using different techniques as summarised in the Table 4.3 below;

## Table 4.3: Techniques used to carry out MDNA in Kakumiro District

|  |  |
| --- | --- |
| **Technique** | **Percent** |
| Performance appraisal reports | 50 |
| Document review | 25 |
| On-site observations | 15 |
| Questionnaires | 10 |
| *Total* | *100* |

*Source: Field data*

In Table 4.3 above, the majority of participants in both districts (50%) indicated that MDNA was done by conducting performance appraisal activities. It was particularly noted that appraisal of head teachers was carried out on annual basis by the Senior Assistant Secretaries (SASs) – formally called Sub County chiefs. By establishment notice No. 1 of 2011, all primary school head teachers are required to sign performance agreements annually and their appraisal is done on the basis of the outputs and targets in the agreements (Ministry of Public Service, 2011). Among other reasons, performance agreements for head teachers were introduced with the aim of identifying performance gaps which in this study is one of those aspects that form a basis for Management Development Needs Assessment (MDNA). However, through interviews with the District Education Officers (DEOs) of Kakumiro, it was established that issues of inconsistency and lack of commitment on the part of the appraisees and the appraisers posed a big challenge in the appraisal process.

The results also revealed that 25% of participants showed that MDNA was done through document review. This involved the analysis of documents on headteacher performance such as school performance reports, staff minutes, SMC /PTA minutes and staff arrival books (to ascertain the attendance rates and time management of staff). A considerable number of participants (15%) also indicated the use of on-site-observations to distinguish between effective and in-effective behaviours. This was mainly done by Subject Matter Experts who comprised of Cluster Centre Tutors (CCTs), Inspectors of Schools (ISs) and the district human resource officers during support supervision and school monitoring activities. However, only 10% of participants indicated that questionnaires were also used to conduct MDNA. It was noted that Training Needs Assessment is the most important step in deciding who should be trained and what training should be made available. Apart from justifying the cost of training and providing important data for the organisation, taking part in a needs’ assessment can actually improve satisfaction with the training.

# 4.8 METHODS OF MDPS

The selection of MD methods is very crucial for the success of any programme as the application of inappropriate methods may lead to frustration and wastage of resources. On identifying the MD needs, the best training methods need to be identified to enable the organisation achieve its set objectives. This is important as the methods to be adopted have to be determined by the knowledge and skills to be imparted and who will participate in the training. An organisation may choose to use different approaches or a combination of them depending on their developmental needs and circumstances at hand. This study revealed that a wide range of methods were used in the MD initiatives and these were mainly categorised into two namely; on-the-job and off-the-job approaches. Through FGDs with head teachers in both districts, it was evidenced that the discussants had in-depth knowledge about the two MD delivery approaches. This can be evidenced by the different methods cited by the head teachers during the discussions. The methods were categorised into three as shown in the Table below:

## Table 4.4: Methods of Delivering MDPs

|  |  |
| --- | --- |
| **MD Methods** | **Response** |
| **Structured on-the job methods** | |
| Routine meetings | Yes |
| Learning through training others | Yes |
| Assignment of extra duties | Yes |
| Support supervision activities | Yes |
| Mentoring | Yes |
| Coaching | Yes |
| Understudy | - |
| Unstructured on-the job methods | |
| Trial and error | Yes |
| Learning through experience | Yes |
| Self-motivated reading | Yes |
| Imitating others’ behaviours | Yes |
| Impromptu explanations | Yes |
| **Off-the job methods** | |
| Short courses offered in colleges/universities | Yes |
| Long courses offered in institutions of higher learning | Yes |
| Conferences | Yes |
| CPD Workshops/seminars | Yes |
| Study tours | Yes |
| Exchange visits | Yes |

*Source: Field Data*

As indicated in Table 4.4 above, the on-the job approach comprises of various methods through which managers learn different skills, knowledge and competencies. The study revealed that the methods through which head teachers received managerial training were categorised into two namely; on-job methods and off-the job methods. The on-job methods were structured and unstructured in nature as shown in Table 5.4 above.

# 4.9 PERCEPTIONS ABOUT MD METHODS

Through interviews, chairpersons of cluster centres were asked to state how they perceived the methods of MD by stating whether they liked, disliked or were not certain –results were as indicated in the table below;

## Table 4.5: Perceptions About MD Methods

|  |  |
| --- | --- |
| **Method** | **Liked** |
| **Structured on-the job methods** | |
| Routine meetings | 78.5% |
| Assignment of extra duties | 76.5% |
| Support supervision activities | 85.5% |
| Mentoring | 89% |
| Coaching | 83% |
| Understudy | 26% |
| **Unstructured on – the job methods** | |
| Trial and error | 46% |
| Learning through experience | 88% |
| Self-motivated reading | 31.5% |
| Imitating others behaviour | 41.5% |
| Impromptu explanations | 32% |
| **Off-the jobs methods** | |
| Short courses | 53% |
| Long courses | 80% |
| Conferences | 44% |
| CPD workshops | 71% |
| Study tours | 72% |
| Exchange visits | 66% |

*Source: Field data*

In Table 4.5 above, respondents were asked to express their views on how they perceived the MD methods by stating whether they liked, disliked or were not certain – results showed that in both districts, the structured on-the job and off-the job methods were liked by the majority of the participants. The most liked on-the job methods included mentoring (89%), coaching (83%), support supervision (85.5%), assignment of extra duties (76.5%) and routine meetings (78.5%).

Off-the job methods also scored highly in both districts and these consisted of long courses (80%), study tours (72%), CPD workshops (71%), exchange visits (66%) and short courses (53%). It was noted in both districts that primary school head teachers were more attracted to the structured on-the job and off-the job methods than the unstructured ones. The views given by most of the participants (89%) during FGDs showed that the structured on-the job and off –the job methods were more frequently applied in their day-to-day MD activities. Participants also revealed that after attending workshops and seminars, they received certificates of attendance –something which helped to enrich their CVs. Furthermore, the study revealed that promotions in service were partly based on ones’ experience and evidence of having attended workshops, short and long courses. In this case, all these were seen as strong points that prompted the participants to like the structured on-the-job and off-the-job methods of MD.

In this study, the methods that scored below 50% in both districts were considered to be disliked by the participants. It was noted that although the unstructured methods were more traditional and appeared to be deeply entrenched into the head teachers’ daily work place ethos, only “learning through experience” (80%) was liked and most respondents disliked the rest. Results show that self-motivated reading had the lowest score with 31%. Others were impromptu explanations (32%), imitating others behaviour (41.5%) trial and error (46%).

The reasons given by participants for their dislike of unstructured on-the-job methods were varied. A significant number of participants noted that the programmes were non-credential in nature – implying that no certificates were awarded to the beneficiaries. Additionally, the methods did not follow any established criteria nor were records kept to provide evidence of daily activities. Hence, the participants felt much detached from the unstructured MD activities.

# 4.10 ACCESS TO UNSTRUCTURED ON-THE-JOB MD METHOD

The unstructured methods were found to be more traditional and used daily work events to deliver knowledge and skills other than the real needs of the learner manager. Through FGDs it was established that under the unstructured on-the –jo b management development (U-OJMD), learner managers learned job knowledge and skills through daily experience; from impromptu explanations/demonstrations by others; through trial and error efforts; self-motivated reading; questioning or simply imitating the behaviours of others. The table below shows participants’ level of attachment to U-OJMD.

## Table 4.6: Access to MD through Unstructured On-The Job MD Methods

|  |  |
| --- | --- |
| **Unstructured on-job Methods** | **Percent** |
| Demonstrations by others | 35.5% |
| Impromptu explanations | 40% |
| Trial and error | 33% |
| Self-motivated reading | 48.5% |
| Imitating others | 38% |

*Source: Field data*

In Table 4.6, it is indicated that a significant number of respondents in both districts had access to U-OJMD. Given the figures above, demonstration by others scored 35.5%, impromptu explanations (40%), trial and error (33%), self-motivated reading (48.5%) while imitating others scored 38%. This implies that majority of participants in both districts did not have access to MD through Unstructured On-the Job methods. Through FGDs, the reasons given for the limited access to U-OJMD were varied but most categorical was that the methods were associated with increased error rates and lower productivity –hence less beneficial and less effective.

# 4.11 ACCESS TO MD THROUGH STRUCTURED ON-THE-JOB METHODS

In this study, it was established that the structured on-the-job training is a planned and standardised method where work systems consist of well-written procedures and work instruction packages. It is designed to provide learner managers with sustained knowledge and skills required to perform the tasks as entailed in the job description. In other words, the term structured simply means that the training has undergone forethought and planning as it emphasises one-on-one contact between experienced and a novice manager. Table 4.5 below shows the use of S-OJT methods in Kakumiro;

## Table 4.7: Access to MD through Structured on-the-job Methods

|  |  |
| --- | --- |
| **Structured on-the-job Methods** | **Percent** |
| Induction workshops | 28.5% |
| Peer Group Meetings (PGMs) | 80% |
| Continuous Professional Development (CPD) | 66% |
| Guidance and counselling | 33.5% |
| Mentoring | 17.5% |
| Support supervision | 77%% |

*Source: Field data*

Table 4.7 above shows the use of structured on-the-job methods to access MDPs by head teachers in Kakumiro district. Through FGDs, it was revealed that majority of head teachers (80%) had participated in Peer Group Meetings (PGMs), 77% had access to support supervision activities while 66% had attended Continuous Professional Development (CPD). The high level of headteacher involvement in the above three MD methods was attributed to the active role of Cluster Centre Tutors (CCTs) in the two districts. It was noted that CCTs’ role in developing the managerial capacity of primary school head teachers in the district of Kakumirowas very visible. As part of their mandate, the CCTs had continuously mobilised head teachers to participate in PGMS and CPDs through which different school improvement strategies were discussed. Additionally, CCTs also carried out support supervision and mentoring activities under the auspices of Nakaseke Core PTC so as to increase the level of school effectiveness in the two districts. The study showed that participants’ involvement in the other structured on-the job MDPs such as guidance/counselling and induction workshops were patently low. The reasons given for the low participation in the above MDPs varied considerably. However, the majority (68%) attributed the above situation to inadequate funding.

# 4.12 ACCESS TO OFF-THE-JOB MD METHODS

It was noted that the off-the-job approach was conducted in locations specifically designated for training such as universities, colleges and other tertiary institutions which are generally detached from the work places. In Kakumiro, off-the-job managerial training was mainly conducted through short courses, long courses, conferences, CPD workshops and seminars, study tours and exchange visits. As respondents noted during the FGDs, this helped to minimise the possibilities of distraction and to allow trainees to devote their full attention to learning. The table below shows accessibility to off-the-job MDPS by head teachers in Kakumiro district.

## Table 4.8: Access to Off-the-job MDPs

|  |  |
| --- | --- |
| **Off-the-Job MDPs** | **Percent** |
| Short professional courses | 07 |
| Long professional courses | 50 |
| Study tours | 03 |
| Workshops/seminars | 45 |
| Exchange visits | 09 |
| Conferences | 06 |

**Source: Field data**

In Table 4.8 above, it is indicated that most respondents (50%) revealed that they had received training through long courses. This was mainly attributed to the fact that the new policy shift relating to the recruitment of head teachers in Uganda required that all primary school head teachers be graduate teachers with Bachelor of Education (BED) degrees in Primary Education (GoU, 2014). The reform has been viewed as a driving force for non-graduate headteachers to proceed for upgrading courses so as to retain their positions of headship. The duration of courses range between two to three years and are conducted under the in-service mode (during school holidays). Additionally, to be appointed a primary school headteacher, one ought to have undergone Continuous Professional Development (CPD) through short courses and workshops. Such courses were conducted by recognised institutions or bodies in the relevant fields of specialisation. This perhaps explains why a significant number of head teachers (45%) intimated that they had received management training through workshops/seminars. In both districts, the majority of those who had undergone management training through short courses and workshops had done so under the auspices of Nakaseke Core PTC in conjunction with their respective District Local Governments.

However, it was discovered that although most of the formal off-the-job programmes were conducted under the in-service mode, some headteachers (09%) had enrolled for fulltime programmes, which required them to seek study leave. This was mainly common in cases where the programmes of interest were not offered under the in-service mode. This included specialised courses like teacher education and Special Needs Education (SNE), which were mainly tenable at Kyambogo University.

## Table 4.9: Content of MD Programmes

|  |  |
| --- | --- |
| **MDPs** | **Content** |
| Content Focus Areas (CFAs) | |
| Induction workshops for new head teachers | -Personnel management in schools  -Preparation of school work plans and budgets  -Staff appraisal in schools  -Team building  -Reporting systems  -Time management in schools |
| CPD workshops | -Classroom organisation and management  -Development of instructional materials  -Facility management  -Positive discipline among children and staff  -Supervision of teaching/learning processes in schools |
| Peer Group Meetings (PGMs) | -Coordination and management of co-curricular activities  - School governance  -Support supervision and monitoring techniques  -Resource mobilisation  -Community mobilisation |
| Refresher courses | -Instructional leadership  -Performance management  -Personnel management  -Community mobilisation |

*Source: Field data*

Table 4.9 shows the Content Focus Areas (CFAs) of various MDPs that the headteachers attended between 2013 and 2015 in both Kakumiro. Through document review, it was established that MDPs centred mainly on four Content Focus Areas (CFAs) namely Short courses, induction workshops, Continuous Professional Development (CPD) workshops and Peer Group Meetings (PGMs). The study revealed that in Kakumiro, the induction of headteachers focused on the generic roles of a headteacher, personnel management, and preparation of work plans, staff appraisal, time management and team building. The induction workshops placed more emphasis on teachers’ code of conduct, core competences of headteachers, instructional leadership, performance management and staff appraisal.

Through FGDs, majority of participants (78% in Kakumiro) revealed that induction workshops had been of great benefit to them. The headteachers of Kakumiro revealed that the knowledge they attained from the workshops had helped them to adjust to their new roles and to become more familiar with the work culture in school leadership.

Under Continuous Professional Development (CPD), the activities were mostly conducted by CCTs at the Cluster Centre level. As the results show, between 2013 and 2016 the activities in Kakumiro focused on classroom organisation and development, development of instructional materials, preparation of schemes of work/lesson plans, management of the thematic curriculum, positive discipline and instructional leadership. Majority (80%) of the participants underscored that CPD was an on-going process and it had helped to ensure that their capabilities kept pace with the current trends in education delivery. Additionally, the participants also noted that through CPD, they had been made to stay relevant and to be aware of the changing trends and directions in the teaching profession. As a result, these benefits had translated into new practices such as being more focused to the visions and missions of their schools, being effective time managers and above all, being more result oriented.

Through FGDs, 78% of the participants noted that CPD had enhanced their capabilities specifically in the areas of planning, communication, interpersonal relationship, teaching/learning effectiveness and effective use of school resources. This had translated into good work place practices such as positive discipline, increased staff involvement in school activities, good time management and improved learning achievements.

The study also revealed that Peer Group Meetings (PGMs) had been an area of emphasis in both Kakumiro. Under the supervision of Cluster Centre Tutors (CCTs), headteachers in their specific cluster centres convened after every two weeks to discuss issues pertaining to their roles and to share information about related experiences in their schools. Through document review, it was established that in Kakumiro, during PGMs headteachers specifically focused on issues such as information sharing, community mobilisation, compliance to agreed points of action, reporting strategies, parental involvement, co-curricular activities and performance improvement. The study revealed that 78% of the respondents who participated in FGDs reported an improved level of team work, community participation in school activities, reporting efficacy and compliance to agreed action points. The above benefits were seen as an opportunity for headteachers to develop an appreciation of the integration of work place knowledge, skills and attitudes to enhance the quality of education in their respective schools.

Through FGDs and document review, it was noted that in Kakumiro, that PGMs were conducted on monthly basis and they mainly focused on joint school support supervision and monitoring, resource mobilisation, co-curricular activities, school improvement planning and curriculum management. Atleast 72% of respondents showed that through PGMs, they had attained more knowledge and skills in different aspects of school effectiveness including report writing, time management, performance management and community mobilisation. It was indeed noted that issues that affected the quality of education in UPE schools were similar in both districts and therefore much of what the headteachers discussed during the PGMs did not vary greatly.

It is important to note that the Content Focus Areas (CFAs) for refresher courses varied greatly in the two districts. The study revealed that in Kakumiro, emphasis was placed on updating headteachers on issues related to instructional leadership and performance management while elsewhere much of what was learnt focused on personnel management and community mobilisation. It was observed that under instructional leadership, headteachers in Kakumiro were equipped with skills in co-operative learning, classroom management and teaching/learning effectiveness. Under performance management, the courses emphasised areas such as assessment and evaluation of learners, curriculum interpretation and management and storage of instructional materials. In an interview with the District Inspector of Schools - Kakumiro, it was revealed that although these refresher courses appeared to be emphasising more of technical rather than managerial skills, it was important for the headteachers to be well-versed with the technical roles of teachers so as to provide effective support supervision and monitoring of the teaching/learning process in schools.

The personnel management component of the refresher courses in Kakumiro focused mainly on staff appraisal, staff motivation, staff attendance and staff discipline. Between 2013 and 2016, six refresher courses had been conducted at cluster centre level – facilitators included CCTs and inspectors of schools. Out of these courses, three were on personnel management and the rest focused on community mobilisation. The areas covered under community mobilisation included school-community partnerships, management of community outreach activities, the role of the school in community development, the role of the community in school development and engaging community leaders in educational activities. Majority (89%) of respondents expressed satisfaction that the courses had benefited them. Particular areas of improvement included increased participation of parents in school-based activities such as meetings and school social events, improved school-community relationship –evidenced by the sharing of facilities and services between the schools and the community; and voluntary participation of community members in school projects. However, the in-service training programme and CPD were also conducted as shown in Table 4.10 below.

## Table 4.10: Training of Headteachers Under TDMS in KakumiroBetween 1995 and 2016

|  |  |  |  |
| --- | --- | --- | --- |
| **Period** | **Training type** | **Number of participants** | **Percent** |
| 2013-2016 | CPD | 178 | 48.2 |
| 2010-2013 | CPD | 168 | 45.5 |
| 2007-2010 | CPD | 169 | 45.7 |
| 2004-2007 | CPD | 157 | 47.5 |
| 2001-2004 | In-service training | 80 | 24.2 |
| 1998-2001 | In-service training | 58 | 19.3 |
| 1995-1997 | In-service training | 55 | 18.3 |

*Source: Field data*

Table 4.10 above shows the training of primary school headteachers between 1995 and 2016. It was revealed that between 1995 and 1997 when Kakumiro where 55 primary school headteachers underwent an in-service training at Nakaseke Core PTC. This was a residential programme, which was conducted during school holidays to equip head teachers with managerial skills. Kyambogo University was responsible for designing the curriculum and the overall supervision and authentication of the course. However, it was noted that the last batch (2001-2004) did not complete the course due to lack of funds. It was during this time that the donors phased out funding of the programme and Government of Uganda was expected to take charge of the incomplete projects –an expectation that did not come to fruition. Nonetheless, Continuous Professional Development (CPD) at Cluster Centres continued at a rather derisory pace as funds needed to run the programme continued to dwindle year in year out.

# 4.13 THE RELATIONSHIP BETWEEN MD AND FUNDING IN PUBLIC PRIMARY SCHOOLS

Having analysed the various perspectives of MD, it was necessary to carry out the following analysis, which was in line with the first specific objective of the study. The objective was to assess the relationship between MD and funding in public primary schools. From that objective, the first null hypothesis was formulated. The null hypothesis was stated “there is no significant positive relationship between MD and funding in public primary schools”. To test the above hypothesis, Pearson’s Product Moment Correlation and the Simple Linear Regression were performed. First, the correlation results indicated that there was a low significant positive relationship between MD and funding [r (176) = .369, p < 0.01]. This statistic implied that MDPs need funding for them to be successful.

During the first arrangement where the MD was being funded by development partners, the following were monies expended on TDMS; UGX 184 billion was the amount spent per year from 1993 to 2005. This meant that the funds were to be shared among the 18 Core PTCs in the country.

## Table 4.10: Analysis of TDMS Funding

|  |  |
| --- | --- |
| **Funding element** | **The Specifics** |
| Funders | 1. Government 2. Group of donors |
| Amount of money given to TDMS | USD 104million ie UGX 1.8 billion |
| Period covered | 1993 – 2005 |
| Core PTCs involved | 18 |
| Amount availed to each PTC annually for TDMS activities | UGX 851, 851, 851 |
| Average number of participants in the TDMS programme in each PTC | 333 |
| Amount for each trainee in a year | UGX 2,558,113 annually |

*Source: Field data*

As indicated in Table 4.10 above, this funding was rather low. So, the TDMS trainees could not (a) purchase learning materials to assist them have a broad view of management issues, (b) they could not arrange travels to other countries to benchmark best practices, and (c) continuous learning using especially online materials was not possible.

So, the hypothesis was further subjected to a simple linear regression. The results of the Adj. R2 of .131 revealed that TDMS attracted only 13% to the success of the funding for the training of the primary headteachers thoroughly. There was linearity between management development (MD) and funding. A unit change in one of the two variables led to a proportionate unit change in the other variable. It was also established that with F (1, 174) 27.433, < 0.01 there was a linearity between MD and funding. This meant that unit change in one of the two variables led to a proportionate unit change in the other variable. For instance, if funding was to be increased MD activities would also increase. The regression test also gave results which are provided in Table 5.12 below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 4. 11: Coefficientsa** | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 2.200 | .368 |  | 5.983 | .000 |
| TDMS | .509 | .097 | .369 | 5.238 | .000 |
| a. Dependent Variable: Funding | | | | | | |

The results of Beta = 369, p<0.01 implied the null hypothesis which stated that "there is no significant relationship between management development and funding", was rejected as the test yielded the low positive significant relationship between the two variables. It could be inferred from the above findings that to prepare managers to the highest level of effectiveness, an organisation needs financial resources, which are adequate.

# 4.14 CONCLUSION

The main aim of Chapter Four was to analyse the relationship between MD and funding. The chapter has systematically presented the ways in which MD was perceived by the headteachers of the primary schools in Kakumiro district. The way TDMS was implemented was critically assessed. The respondents’ views and appreciation of the methods and content of MDPs was captured. In line with the first objective of the current study, the concomitant hypothesis was tested using the Pearson’s Product Moment Correlation, which produced results indicating that there was a low significant relationship between MD and funding. The null hypothesis was further tested using a simple linear regression. This revealed that MD explained only 13% of the relationship with funding. The results also proved that it was practically true that MD and funding were linked. However, the low funding affected the effectiveness of MD in public primary schools in Kakumiro district.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

# 5.0 INTRODUCTION

This chapter discusses the summary, conclusions and puts forth some recommendations. This is done following the set objectives and the study design. The chapter is important and necessary because of the study’s primary purpose which was to measure the contribution of MD towards the quality of education in public primary schools in Uganda with specific reference to Kakumiro. This was premised on the assumption that for schools to provide quality education, the managers (headteachers) should possess the requisite skills, knowledge, abilities, competencies and capabilities to be able to manage the schools effectively. The study was guided by the following objectives;

1. To assess the relationship between MD and funding
2. To assess the relationship between funding and educational quality.
3. To examine the effect of MD on educational quality.

The conclusions in the current study are stated basing on the analysis of both the qualitative and quantitative data.

# 5.1 SUMMARY OF FIELD RESEARCH FINDINGS

## 5.1.1 Management Development and Funding in Public Primary Schools

The study showed that the training, which the teachers attained in Primary Teachers Colleges (PTCs), was not enough to turn them into effective managers. The headteachers showed that they needed to acquire knowledge and skills in key managerial components such as financial management, policy analysis and implementation, public relations and many more – hence the need for MDPs.

It was established that for MD to be successfully implemented in schools, there was need to develop objectives that would guide the entire process. The objectives of MD in Kakumirowere i). To improve job efficiency in primary schools, and ii). To improve head teachers’ managerial skills and knowledge.

Management Development Needs Analysis (MDNA) was also found to be an important aspect in identifying key performance gaps among primary school head teachers in Kakumiro. In this case, the major techniques that were applied to identify MDNs were performance appraisal reports and document review. It was also noted that the right methods of MD had to be applied if MD was to be successful. The methods that were perceived to be effective in Kakumiro structured on-the job and on-the job.

The study also observed that for MD to be effective, he content had to be relevant to the needs of the trainees. In Kakumiro, the major Content Focus Areas (CFAs) included personnel management, staff appraisal, team building, reporting skills, time management, planning/budgeting, facility management, management of co-curricular activities, school governance, resource mobilisation, instructional leadership, performance management and community mobilisation.

Using correlation and regression analysis, it was concluded that there was low significant relationship between management development and funding in public primary schools in Kakumiro. This implied that there was need for increased funding if MD was to be successful.

## 5.1.2 Funding and Educational Quality

The study revealed that for schools to function effectively there was need for sustainable and reliable sources of funding. In Kakumiro, government remained the major source of funding for public primary schools. Nonetheless, the funds disbursed to schools by government were inadequate and this had resulted into poor quality of primary education in the two districts. This implied that there was need for government to increase the funding of public primary schools in the two districts if the quality of education was to improve. Other sources of funding included NGOs, parents, foundation bodies and Income Generating Projects (IGPs).

It was also observed that the funds disbursed by government did not reach the schools in time. In most cases, schools received the funds one month beyond the expected time. Results of the correlation and regression analyses showed that funding had a low positive significant effect on the quality of education in public primary schools in Kakumiro district. This implied that funding contributed little to educational quality since the funds were not being released in time and in adequate amounts. Therefore, the more funds given to schools, the more likely it was to have good quality education.

## 5.1.3 Management Development and the Quality of Primary Education

The study noted that the quality of education in public primary schools in Uganda was measured on the basis of the Basic Requirements and Minimum Standards (BRMS). Twelve quality indicators were tagged to the BRMS and these provided a checklist of expected facilities, management systems and curriculum practices that should facilitate quality learning in schools.

The quality indicators which registered the highest scores were; availability of relevant infrastructure and facilities, overall management, health and sanitation, and students’ organisation and management. To ensure compliance to the BRMS, measures were taken by the district of Kakumiro. This involved both administrative and technical actions. Administrative measures were those that called for corrective actions by the relevant authorities while the technical measures involved the provision of professional support to the head teachers.

To increase access to basic education, Government of Uganda (GoU) introduced a fees free policy of UPE in 1997. This policy aimed at making education more affordable especially for the poor and other disadvantaged groups like the disabled. However, compliance to the UPE policy remains elusive because majority of the UPE schools were found to be levying some extra charges to fill the gaps left by the inadequate UPE funding.

Another reform which was introduced to enhance learning achievements under the UPE policy was the thematic curriculum where instruction was conducted using the Area Local Language (ALLs). The curriculum placed emphasis on improving literacy, mathematics and life skills structured under specific themes relevant to the children as opposed to subjects. Astoundingly, a significant number of schools did not have facilities and expertise needed in teaching most of the practical subjects. Thus, learning in most public primary schools in Kakumirowas found to be more academically oriented.

It was realised that the use of Continuous Assessment (CA) as stressed under the UPE policy was not much emphasised in most public primary schools. Instead, majority of schools in Kakumiro used summative assessment where examinations were administered to learners at the end of the term or year. This further encouraged an examination-oriented system of teaching/learning in the two districts.

The study also revealed that government’s policy on teacher supply in public primary schools did not fully meet the staffing needs in Kakumiro. This was particularly true of the class-teacher system where each existing class was allocated one teacher – thus raising questions as to what could be done to a particular class in case a teacher fell sick or took leave. Similarly, majority of schools in Kakumiro did not employ auxiliary staff such as nurses, cashiers, cleaners, security guards and typists. This further hindered the internal efficiency of most public primary schools in Kakumiro.

Under the UPE policy, grade repetition was abolished and Automatic Promotion (AP) was introduced in 2005 to enhance internal efficiency and improved quality of primary education. The study noted that in most rural schools, the policy had been embraced whereas in the urban areas it was resisted. It was also established that parental involvement into public schools’ activities under the UPE policy was low. Cases of parents’ failure to fulfil their responsibilities such as buying scholastic materials and providing meals for their children were common in the two districts.

The results of a correlation test showed there was a moderate positive significant relationship between Educational Quality (EQ) and Management Development (MD)in Kakumiro. The regression analysis indicated that the effect of MD on EQ was 17%. When the linearity was measured, it emerged that indeed MD had a linear relationship with educational quality in UPE schools in Kakumiro. The simple linear regression gave results, which led to a conclusion that the third null hypothesis that MD has no effect on the quality of education in UPE schools in Kakumiro was rejected.

## 5.1.4 Measuring the Overall Contribution of Management Development on the Quality of Education

The measurement was done in order to assess the total causal effect of MD on quality. This was done using the path analysis technique based on the hypothetical model. The hypothetical model was applied so as to establish a more reliable explanation that the quality of education in primary schools was a function of MD – that QE = ʄ(MD).

## Figure 5.1: The Hypothetical Model of Management Development

Quality of Education

3

Management Development

1

.42

.36 .22

Funding

2

*Source: The Author*

In the hypothetical model, it could be noted that there were three points 1 to 3. The model included all the variables of the study. Management Development (MD) was the main problem variable. Quality of Education (QE) is the depended variable. Funding was the mediating variable. So, to achieve the total causal effect of MD on QE, the mediating variable had to be included in the computation.

In the hypothetical model, variable 1(MD) is the only exogenous variable. There are two endogenous variables in the model, that is variable 2 (Funding) and variable 3 (Quality Education). Each of these is explained by variable 1 and 2. The path coefficients were as follows;

**Paths Variable Coefficients**

P 31 MD and QE .42

P 21 MD and Funding .36

P 32 Funding and QE .22

## 5.1.5 Arriving at the Total Causal Effect

Basing on the hypothetical model, the paths analysis was worked out as follows; The multiplication was performed only on the three endogenous variables as shown here below:

MD \_\_\_\_\_\_\_\_\_\_Funding \_\_\_\_\_\_\_\_\_\_\_QE

.36 × .22 = 0.07

So, 0.07 is the total indirect effect on QE. This is then added to the direct effect of .42 to get the total causal effect. That is, .07 + 42 equals .49 or 49%. In other words, MD and the funding which was availed to the headteachers to run the primary schools when summed up, accounted for only 49%. In a view of this contribution, it is appropriate to the state that the MD was an important determinant of the quality of education. The remaining 51% could be associated with the factors that may be isolated and peripheral.

# 5.2 CONTRIBUTION TO KNOWLEDGE

As evidenced in the current study, the TDMS strategy of MD focused more on the headteachers’ managerial capability at the expense of other school stakeholders who equally play a pivotal role in the management of schools. In such a situation, the headteachers always found themselves working with a management team who did not have adequate skills and knowledge needed in making quality managerial decisions. This would even be worse where the school community was not vigilant enough to closely monitor the developments in their school. To counterpoise the shortfalls in the TDMS strategy, a Multi-Stakeholder model is suggested. This model aims to equip the various school stakeholders with the essential managerial knowledge and skills in order to widen and deepen their level of understanding of the different dynamics that influence managerial actions and decisions for improved quality of education in schools.

This is premised on the belief that for MD to yield perceptible results, the various categories of stakeholders who participate in the decision-making process of the school should be placed at the forefront of the school Management Development strategy. This is essential because the UPE policy highly recognises the involvement of various stakeholders in school governance (GoU, 2007). The Multi-Stakeholder Management Development Approach considers all those stakeholders who participate in making managerial decisions at the school level as managers and thus require managerial skills in order to perform that role effectively. Within the school, those staffs who work with the headteacher to perform administrative duties require managerial skills and knowledge because they are also managers at that level.

However, in the traditional school setting, the belief has been that it is only the headteacher who is regarded as a manager, relegating those who work with him or her as mere subordinates. It should be considered that quite often, staffs like the deputy headteacher, the Senior Education Assistants, the Director of Studies, the heads of department, the class heads and even the student leaders are delegated to handle issues of managerial nature yet with little or no consideration for planned MD. On the other hand, the School Management Committee members and local leaders play a significant role in determining the overall developmental strategies of schools but palpably such critical decisions are sometimes made ineptly because of inadequate managerial knowledge and skills hence necessitating a Multi-Stakeholder Management Development Approach.

It is, therefore, suggested that at the primary school level, the management structure should be pigeonholed into four categories namely the core managers consisting of the headteacher and the deputy headteacher; the associate managers comprising of Director of Studies, the Heads of Department and the class heads; the peripheral managers composed of the SMC members, the local leaders, and the student leaders consisting of class monitors and prefects.

In the current study, the above listed categories of stakeholders are considered managers because of the pivotal role they play in making managerial decisions, planning and utilisation of school resources. In that sense therefore, they need to possess some level of competences, knowledge and skills in management in order to participate effectively in making quality decisions for improved service delivery in schools. Figure 8.1 below shows the multi-stakeholder model of MD;

## Figure 5.1: A Multi-Stakeholder Model of Management Development

*Source: The Author*

# 5.3 UNDERLYING ASSUMPTIONS OF THE MULTI-STAKEHOLDER MODEL OF MD

The following are the underlying assumptions of the Multi-Stakeholder model of Management Development: -

1. The responsibility of managing a school requires collective efforts of different stakeholders. These efforts can only be valuable if the stakeholders have the relevant skills and knowledge to make quality decisions.
2. For the case of primary schools, the management function can only be meaningful if the position of the headteacher is demystified. It is common that in the primary school setting in Uganda, it is only the headteacher who is referred to as a manager yet quite often the headteacher works hand in hand with other stakeholders to handle managerial issues, hence the need to design MD interventions that address the developmental needs of those stakeholders.
3. Delegation of managerial roles in a school can only be more effective if the delegates have the requisite knowledge and skills to perform managerial tasks. This is in consideration of the fact that headteachers cannot perform all managerial tasks alone – roles need to be distributed to other stakeholders if the school’s objectives are to be achieved hence the need to equip such stakeholders with managerial skills and knowledge.
4. It is likely that if the headteacher is the only person who has exposure to MD opportunities, he or she will have monopoly over managerial decisions in a school.

# 5.4 SIMULATION OF THE CONTRIBUTION OF THE MULTI-STAKEHOLDER MODEL TO MD

The new model’s contribution can be gauged by a simple simulation in the following steps;

Step 1. The percentage of the total casual effect is subtracted from 100%.

So, 100% -49% =51.

Step 2. The product in step 1 is multiplied by the direct effect. So, .51 × .42 = .21%

Step 3. The product in step 2 is added to the total causal effect in order to derive

the total causal effect after simulation. So, .21 + .49 =.70 or 70%.

Step 4. Decision – given the fact that the simulation has indicated that the new

multi-stakeholder model of MD contributed an additional 21%, it is strongly

suggested that the new model be considered viable and adopted accordingly.

The increment of 21% is good. However, it is imperative to work out absolute figures for all the inputs into the MD so as to improve the quality of education of education in the primary schools.

# 5.5 CONCLUSIONS

Based on the study findings, the following conclusions are made;

1. The TDMS strategy of equipping school managers with managerial skills has not translated into improved quality of primary education as was expected. Majority of headteachers still lack the requisite skills, knowledge, abilities, competencies and capabilities to manage schools effectively.
2. Other stakeholders like student leaders, class teachers, heads of department, directors of studies, deputy headteachers, SMC/PTA members and political leaders equally play a key role in making managerial decisions at the school level hence there is need to expose them to continuous MD.
3. There is still inadequate funding of public primary schools in Kakumiro. As a result, the quality of primary education in the two districts remained low.
4. The teaching/learning in public primary schools in Kakumirowas to a great extent examination oriented. This implied that the teaching of practical skills and co-curricular subjects was inadequate in most schools. This was seen to be compromising the quality of education in the two districts.
5. It was also noted that parental contribution towards the education of their children in the UPE schools in the two districts was still low. It is therefore appropriate to consider the multi-stakeholder model of MD where others can also put in their contribution to improve the quality of primary education.

# 5.6 RECOMMENDATIONS

Basing on the findings and conclusions, the following recommendations are suggested;

1. Government revises its UPE policy to include the multi-stakeholder model of MD.
2. Since government cannot meet the unit cost of educating a primary school child, parents and sponsors be allowed to make financial contributions for the education of their children.
3. Trainings about management be extended to include deputy headteachers, directors of studies, heads of department, class teachers, student leaders, SMC/PTA members and local leaders.
4. The multi-stakeholder model be adopted by other districts in Uganda.
5. Educationists should study the multi-stakeholder model of MD and appreciate its effect on the quality of education.
6. There is need to establish MD centres at the district level across the country. The centres should be equipped with the relevant facilities including resource materials and staff to promote regular replenishing of managerial personnel in schools.

# 5.7 AREAS FOR FURTHER RESEARCH

There is need to carry out further investigation to find out whether the multi-stake holder model of MD can be applied to equip staff in secondary schools and Primary Teachers’ Colleges with managerial knowledge.

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# APPENDICES

# Appendix 1

# LETTER OF CONSENT

Dear participant,

I am happy to inform you that you have been selected to participate in a study titled *Management Development and the Quality of Education in Uganda’s Public Primary Schools with Specific Reference to Kakumiro District.* The study is being conducted in fulfilment for the award of the degree of Master in Education Management and Planning (MEMP).

The study is entirely for academic purposes and all information about you will be kept anonymous and confidential. You are therefore requested to carefully complete the questionnaire by providing the relevant responses to make this study a success. By doing so, you will have equally contributed generously towards the improvement of the quality of education in the primary education sector in Uganda.

Thank you

Yours sincerely,

**KIIRYA BUSINGE EDWARD**

MEMP candidate.

# APPENDIX II

# Headteachers’ Questionnaire

**Section A - Personal Variables**

1. **Age**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.20-25 | 2.25-30 | 3.30-35 | 4.35-40 | 5.40-45 | 6.Above 45 |
|  |  |  |  |  |  |

1. **Gender**

|  |  |
| --- | --- |
| 1.Male | 2.Female |
|  |  |

|  |  |
| --- | --- |
| 1.Married | 2.Not married |
|  |  |

1. **Marital status**

1. **Qualification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.Grade III cert. | 2. GradeV (Dip.) | 3.BED degree | 4.Masters degree | 5.PhD |
|  |  |  |  |  |

1. **Experience**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.Below 6 yrs | 2.7-10 yrs | 3.11-15yrs | 4.16-20yrs | 5.21-25yrs | 6.Above 25yrs |
|  |  |  |  |  |  |

**Please state the extent to which you agree or disagree with the following statements by ticking the appropriate scale. 1. Strongly Disagree (SD) 2. Disagree (D) 3. Neutral (N) 4. Strongly Agree (SA) 5. Agree (A)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEM | | SD | D | N | SA | A |
| 1 | 2 | 3 | 4 | 5 |
| 6 | As a headteacher Iam always free to go for a full-time course | |  |  |  |  |  |
| 7 | As a headteaher I am always free to go for an in-service course | |  |  |  |  |  |
| 8 | I always get opportunities to attend short courses | |  |  |  |  |  |
| 9 | I regularly attend capacity building seminars | |  |  |  |  |  |
| 10 | I regularly attend CPD workshops | |  |  |  |  |  |
| 11 | I always attend termly Peer Group Meetings | |  |  |  |  |  |
| 12 | I always participate in headteachers’ exchange visits | |  |  |  |  |  |
| 13 | I network with fellow headteachers on regular basis | |  |  |  |  |  |
| 14 | I always take time to read management related literature | |  |  |  |  |  |
| 15 | I have access to e learning | |  |  |  |  |  |
| 16 | I always have access to guidance and counseling services | |  |  |  |  |  |
| 17 | I get opportunities to be mentored by inspectors of schools | |  |  |  |  |  |
| 18 | I get opportunities to be coached by more experienced head teachers | |  |  |  |  |  |
| 19 | On appointment I was inducted into headship | |  |  |  |  |  |
| 20 | I always attend headteachers’ termly meetings at the district | |  |  |  |  |  |
| 21 | I always benefit from support supervision programmes | |  |  |  |  |  |
| 22 | I always get opportunities to go for study trips abroad | |  |  |  |  |  |
| 23 | I have ever been attached to another school | |  |  |  |  |  |
| 24 | I always acquire managerial skills through job experience | |  |  |  |  |  |
| 25 | I always acquire managerial skills through instructions issued from time to time | |  |  |  |  |  |
| 26 | I always acquire managerial skills by learning from role models | |  |  |  |  |  |
| 27 | I always get managerial skills through learning from clients | |  |  |  |  |  |
| 28 | I always attain managerial skills through training others | |  |  |  |  |  |
| 29 | I always attain managerial skills through job rotation | |  |  |  |  |  |
| 30 | My district has a capacity building policy for its staff | |  |  |  |  |  |
| 31 | My district carries out needs’ assessment prior to staff training | |  |  |  |  |  |
| 32 | My training needs have always been met by the MDPs | |  |  |  |  |  |
| 33 | Duration of MDPs have always been convenient to me | |  |  |  |  |  |
|  | Section C – Funding | |  |  |  |  |  |
| 34 | My school is a beneficiary of UPE funds | |  |  |  |  |  |
| 35 | The UPE funds are received at the beginning of every term | |  |  |  |  |  |
| 36 | Government provides 100% of all funds received by my school | |  |  |  |  |  |
| 37 | My school receives funds from the foundation body | |  |  |  |  |  |
| 38 | My school receives funds from well wishers | |  |  |  |  |  |
| 39 | My school receives funds from NGOs | |  |  |  |  |  |
| 40 | My school receives funds from parents | |  |  |  |  |  |
| 41 | My school receives funds from income generating projects | |  |  |  |  |  |
| 42 | I display information about school funds on the notice board | |  |  |  |  |  |
| 43 | I involve my staff in budgeting for school funds | |  |  |  |  |  |
| 44 | I involve the SMC in budgeting for school funds | |  |  |  |  |  |
| 45 | My school has a bank account where funds are disbursed | |  |  |  |  |  |
| 46 | Utilization of funds in my school is closely monitored by the SMC | |  |  |  |  |  |
| 47 | In my school, funders closely monitor the utilization of funds | |  |  |  |  |  |
| 48 | There are regulations to guide the utilization of school funds | |  |  |  |  |  |
| 49 | I always follow the existing regulations in spending school funds | |  |  |  |  |  |
| 50 | I account for all the funds received at school | |  |  |  |  |  |
| 51 | My school has qualified personnel to handle school funds | |  |  |  |  |  |
| 52 | There is need to increase funding in my school | |  |  |  |  |  |
| 53 | My school has a plan to scale up funding of school activities | |  |  |  |  |  |
| Section D - Quality of Education | | | | | | | |
| 54 | Pupils in my school have adequate mastery of reading skills |  | |  |  |  |  |
| 55 | Pupils in my school have adequate mastery of reading skills |  | |  |  |  |  |
| 56 | Pupils in my school have adequate mastery of numeracy |  | |  |  |  |  |
| 57 | In my school there is regular assessment of learners in all subjects |  | |  |  |  |  |
| 58 | In my school parents provide adequate support to children’s learning |  | |  |  |  |  |
| 59 | In my school all children walk a distance of not more than 2kms |  | |  |  |  |  |
| 60 | In my school, children from distant places are facilitated by their parents to reach at school in time |  | |  |  |  |  |
| 61 | All children in my school arrive at school before 8.00am |  | |  |  |  |  |
| 62 | My school has an academic committee for quality assurance |  | |  |  |  |  |
| 63 | My school has an academic improvement plan |  | |  |  |  |  |
| 64 | In my school I use performance indicators to track school performance |  | |  |  |  |  |
| 65 | All academic staff in my school are qualified teachers |  | |  |  |  |  |
| 66 | Teacher/pupil relationship in my school is excellent |  | |  |  |  |  |
| 67 | In my school teachers apply child- centered approaches to facilitate learning |  | |  |  |  |  |
| 68 | In my school instructional time is adequately utilized to facilitate learning |  | |  |  |  |  |
| 69 | In my school children are taught according to the national curriculum |  | |  |  |  |  |
| 70 | In my school all the curriculum content for the year is always covered 100% |  | |  |  |  |  |
| 71 | In my school curriculum delivery is assessed every term |  | |  |  |  |  |
| 72 | In my school weaker pupils are given remedial work |  | |  |  |  |  |
| 73 | My school emphasizes spiritual upbringing of children |  | |  |  |  |  |
| 74 | My school has a well stocked library |  | |  |  |  |  |
| 75 | My school has adequate classroom space for effective learning |  | |  |  |  |  |
| 76 | In my school the classrooms are well ventilated |  | |  |  |  |  |
| 77 | In my school all classrooms are cemented |  | |  |  |  |  |
| 78 | In my school the classrooms have lockable door shutters |  | |  |  |  |  |
| 79 | In my school all classroom windows have shutters |  | |  |  |  |  |
| 80 | In my school all classrooms are well painted |  | |  |  |  |  |
| 81 | My school has a safe drinking water source |  | |  |  |  |  |
| 82 | In my school children provide views on issues related to their learning |  | |  |  |  |  |
| 83 | In my school there are adequate latrine stances for both boys and girls |  | |  |  |  |  |
| 84 | In my school there are separate larine facilities for children with disabilities |  | |  |  |  |  |
| 85 | My school is well fenced to ensure security of children |  | |  |  |  |  |
| 86 | In my school each classroom block has a fire extinguisher |  | |  |  |  |  |
| 87 | My school employs security personnel to keep security at school |  | |  |  |  |  |
| 88 | My school has a first aid box to handle emergency health cases |  | |  |  |  |  |
| 89 | My school has qualified medical personnel |  | |  |  |  |  |
| 90 | In my school the latrine facilities are well maintained |  | |  |  |  |  |
| 91 | In my school there are counseling rooms for both boys and girls |  | |  |  |  |  |
| 92 | In my school there are rest rooms for the infant children |  | |  |  |  |  |
| 93 | In my school all classroom structures have ramps for children with disabilities |  | |  |  |  |  |
| 94 | In my school co-curricular activities are highlighted on the general timetable |  | |  |  |  |  |
| 95 | My school has a play field for co-curricular activities |  | |  |  |  |  |
| 96 | My school conducts outdoor co-curricular activities |  | |  |  |  |  |
| 97 | My school conducts indoor co-curricular activities |  | |  |  |  |  |
| 98 | In my school children get time to go for study tours |  | |  |  |  |  |
| 99 | In my school children receive practical skills in all subjects |  | |  |  |  |  |
| 100 | In my school children learn leadership skills |  | |  |  |  |  |
| 101 | In my school children learn social skills |  | |  |  |  |  |
| 102 | In my school children learn interpersonal skills |  | |  |  |  |  |
| 103 | In my school children learn creative skills |  | |  |  |  |  |
| 104 | In my school children learn productive skills |  | |  |  |  |  |
| 105 | In my school children learn self-awareness skills |  | |  |  |  |  |
| 106 | In my school children learn skills in critical thinking |  | |  |  |  |  |
| 107 | In my school children learn to be aware of their rights |  | |  |  |  |  |
| 108 | In my school children learn ICT skills |  | |  |  |  |  |
| 109 | In my school children learn decision making skills |  | |  |  |  |  |
| 110 | In my school children learn to freely interact with those of other backgrounds |  | |  |  |  |  |
| 111 | In my school children learn coping skills |  | |  |  |  |  |
| 112 | In my school children learn to master the languages of instruction |  | |  |  |  |  |
| 113 | My school manages a feeding programme for pupils |  | |  |  |  |  |
| 114 | PLE performance in my school is satisfactory |  | |  |  |  |  |
| 115 | I involve children in environment awareness programmes |  | |  |  |  |  |
| 116 | I involve children in community service |  | |  |  |  |  |
| 117 | My school emphasizes gender parity at all levels |  | |  |  |  |  |
| 118 | My school promotes peace education among children |  | |  |  |  |  |
| 119 | My school promotes cultural values among children |  | |  |  |  |  |

# APPENDIX III

# Interview Guide for Cluster Centre Chairpersons

1. What is your perception of the methods used to deliver MDPS among Primary School Headteachers? (Use Liked, Disliked, Uncertain).
2. Briefly describe the different methods through which MDPs are delivered in your area.
3. What are the major sources of funding in your school?
4. Outline the different categories of government funding in UPE schools?
5. Describe the different projects funded by Non-Governmental Organisations (NGOs) in your school.
6. In which ways have the parents participated in the funding of various programmes in your school?
7. What funding role has the foundation body played in your school?
8. What is your view about the initiation of Income Generating Activities (IGA) in your school?
9. Briefly explain the criteria of managing government funds in your school.
10. How do you involve school stakeholders in the utilisation of government grants in your school?
11. What is your comment about the adequacy of governing funding in your school?
12. What is your view about the effectiveness of the fees-free policy in your school?
13. How do you cope with the challenges of fees-free policy in case the UPE funds are inadequate?
14. Briefly explain whether in your school parents provide their children with adequate scholastic materials.
15. State the level of adequacy of the following scholastic materials among learners in your school.
16. (i) Exercise books (ii) Mathematical sets (iii) Pens/pencils
17. Outline some of the security measures you employ to ensure that your school is safe.
18. What are the measures you employ to enhance hygienic conditions in your school?

**APPENDIX IV**

**FOCUS GROUP DISCUSSION GUIDE**

|  |
| --- |
| **Management Development Needs’ Assessment (MDNA)** |
| 1. How is Management Development Needs Assessment (MDNA) done in your district? 2. What comment do you have about the way MDNA is done in your district? |
| **Methods used in delivering MDPs** |
| 1. What is your view about the methods used to deliver MDPs among primary school headteachers in your district? 2. What are the structured on-the-job methods through which MD is delivered to primary school headteachers in your district? 3. What is your view about the structured methods of conducting on-the –job MD among primary school headteachers in your district? 4. What unstructured methods, if any, does your district employ to deliver MD among primary school headteachers? 5. What is your perception about the unstructured methods of delivering MDPs among primary school headteachers in your district? |
| **Content of MDPs** |
| 1. Briefly outline the Content Focus Areas (CFAs) of the various MDPS you have attended as during: 2. Induction workshops 3. Peer group Meetings (PGMs) 4. Refresher Courses |
| 1. Funding of Public Primary Schools 2. What are the different sources of funding in your school? 3. Briefly explain how the different stakeholders participate in the funding of the various programmes in your school. 4. What are the policy documents that guide you in the process of utilising UPE funds? 5. Briefly explain the different categories of government grants received by your school. 6. Explain the different internal control measures you follow in the utilisation of UPE funds. |
| **Quality of Education in Public Primary Schools**   1. What comment do you have about the quality of education under the fees-free policy of UPE in your school? 2. Apart from the use of UPE funds, how else do you fund the various programmes in your school? 3. How effective is the implementation of the UPE policy in your school? 4. Comment briefly on the provision of scholastic materials to children by parents in your school. 5. How successful is the feeding policy in your school? 6. Briefly give the status of co-curricular activities in your school. 7. What comment do you give about the adequacy of teachers in your school? 8. Do you think teachers’ morale facilitates effective teaching/learning process in your school? 9. What are the challenges if any, do your teachers face in their day to day teaching process? |

**APPENDIX V**

# DOCUMENT REVIEW GUIDE

|  |
| --- |
| **Documents of MD** |
| 1. District Capacity Building Plan 2. Schedule of meetings at the district headquarters and cluster level 3. Training reports at the district and Cluster Centre level 4. Attendance certificates awarded to headteachers after attending workshops and short courses 5. Circulars by Ministry of Education and Sports (MoES) giving guidance on procedures to be followed by headteachers proceeding for short and long courses. |
| **Documents related to funding in public primary schools** |
| 1. SFG guidelines by Ministry of Education and Sports (2007) 2. UPE guidelines by Ministry of Education and Sports (2008) 3. Status reports on school foundation bodies 4. PAF guidelines by Government of Uganda (2008) 5. School work plans and budgets 6. School Management Committee minutes 7. School Finance Committee minutes 8. Memoranda of understanding between NGOs and the District Local Governments of Kakumiro. 9. Work plans and budgets of the various NGOs working in Kakumiro 10. Information on UPE grants displayed on noticeboards 11. Procurement work plans 12. SFG work plans and accountabilities 13. UPE quarterly releases and accountabilities 14. Procurement work plans |
| **Documents on Education Quality** |
| 1. Basic Requirements and Minimum Standards for education institutions (BRMS) 2. Quarterly School inspection reports 3. Quarterly Education Department Reports 4. Visitors’ books 5. School termly performance reports 6. Minutes of staff meetings 7. Minutes of School Management Committee Meetings 8. Status reports on the implementation of the thematic curriculum 9. Learners Assessment reports 10. Primary schools’ staffing levels 11. Salary status of primary school teachers 12. Status reports on school facilities 13. PLE results released by Uganda National Examination Board (UNEB). |

# APPENDIX VI

# Interview Guide for Cluster Centre Chairpersons

1. What is your perception of the methods used to deliver MDPS among Primary School Headteachers? (Use Liked, Disliked, Uncertain).
2. Briefly describe the different methods through which MDPs are delivered in your area.
3. What are the major sources of funding in your school?
4. Outline the different categories of government funding in UPE schools?
5. Describe the different projects funded by Non-Governmental Organisations (NGOs) in your school.
6. In which ways have the parents participated in the funding of various programmes in your school?
7. What funding role has the foundation body played in your school?
8. What is your view about the initiation of Income Generating Activities (IGA) in your school?
9. Briefly explain the criteria of managing government funds in your school.
10. How do you involve school stakeholders in the utilisation of government grants in your school?
11. What is your comment about the adequacy of governing funding in your school?
12. What is your view about the effectiveness of the fees-free policy in your school?
13. How do you cope with the challenges of fees-free policy in case the UPE funds are inadequate?
14. Briefly explain whether in your school parents provide their children with adequate scholastic materials.
15. State the level of adequacy of the following scholastic materials among learners in your school.

(i) Exercise books (ii) Mathematical sets (iii) Pens/pencils

1. Outline some of the security measures you employ to ensure that your school is safe.
2. What are the measures you employ to enhance hygienic conditions in your school?

# APPENDIX VII

# Interview Guide for Cluster Centre Chairpersons

1. What is your perception of the methods used to deliver MDPS among Primary School Headteachers? (Use Liked, Disliked, Uncertain).
2. Briefly describe the different methods through which MDPs are delivered in your area.
3. What are the major sources of funding in your school?
4. Outline the different categories of government funding in UPE schools?
5. Describe the different projects funded by Non-Governmental Organisations (NGOs) in your school.
6. In which ways have the parents participated in the funding of various programmes in your school?
7. What funding role has the foundation body played in your school?.
8. What is your view about the initiation of Income Generating Activities (IGA) in your school?
9. Briefly explain the criteria of managing government funds in your school.
10. How do you involve school stakeholders in the utilisation of government grants in your school?
11. What is your comment about the adequacy of governing funding in your school?
12. What is your view about the effectiveness of the fees-free policy in your school?
13. How do you cope with the challenges of fees-free policy in case the UPE funds are inadequate?
14. Briefly explain whether in your school parents provide their children with adequate scholastic materials.
15. State the level of adequacy of the following scholastic materials among learners in your school.

( i) Exercise books ( ii) Mathematical sets (ii) Pens/pencils

1. Outline some of the security measures you employ to ensure that your school is safe.
2. What are the measures you employ to enhance hygienic conditions in your school?

**APPENDIX VIII**

**INTERVIEW GUIDE FOR EDUCATION OFFICERS**

1. What are the major objectives of conducting MD for primary school headteachers in your district?
2. Which methods do you use to identify Management Development Needs of primary school headteachers in your district?
3. What are the major sources of funding for public primary schools in your district?
4. Which internal control measures are employed to ensure that funds disbursed to schools are efficiently utilised?
5. Briefly explain how school inspection is conducted in your district.
6. What are some of the challenges faced during school inspection in your district?

**END**