

Management Development and the quality of education in Uganda's public primary schools in Kisiita Sub-County– Kakumiro district

Kiirya Businge Edward

Keywords: *Management Development, Quality Education, Experience-Based Learning, Literacy Enhancement.*

Introduction

The study set out to measure the contribution of Management Development (MD) to educational quality in public primary schools in Kakumiro District in Uganda.

Objective

The study was based on the following objectives;

1. to assess the relationship between MD and the funding of public primary schools in Kakumiro District,
2. to analyse the relationship between funding and the education quality of public primary schools in Kakumiro District, and
3. to examine the effect of MD on the quality of education in public primary schools in Kakumiro District.

Methodology

The study adopted a post-positivist philosophical paradigm and used a cross-sectional survey design as well as qualitative and quantitative research approaches. 82 headteachers were selected for the study, returning a 93% response rate. The study employed convenient and purposive sampling methods

to select respondents. Results of the study showed that MD and funding were not highly rated [$r(16) = .369, p < 0.01$].

Key findings

- i. The TDMS strategy of equipping school managers with managerial skills did not translate into improved quality of primary education. The majority of headteachers lacked the requisite skills, knowledge, abilities, competencies and capabilities to manage schools effectively.
- ii. Stakeholders like student leaders, class teachers, heads of department, directors of studies, deputy headteachers, SMC/PTA members and political leaders played important roles in decision-making; hence there was a need to expose them to continuous MD.
- iii. There was inadequate funding for public primary schools in Kakumiro. As a result, the quality of primary education in the two districts remained low.
- iv. The teaching/learning in public primary schools in Kakumiro was examination oriented, implying that the teaching of practical skills and co-curricular subjects was inadequate in most schools.
- v. The study found out that parents' contribution towards the education of their children in the public primary schools in the Kakumiro District was low.

Key recommendations

1. The Government of Uganda should revise the UPE policy to include the multi-stakeholder model of MD.
2. Management training should be extended to deputy

headteachers, directors of studies, heads of department, class teachers, student leaders, SMC/PTA members and local leaders.

Key references

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