



UGANDA MANAGEMENT INSTITUTE

**INSTITUTIONAL CHALLENGES OF MAINTAINING  
QUALITY EDUCATION IN SELECTED PRIVATE  
SECONDARY SCHOOLS IN NSANGI SUB-COUNTY,  
WAKISO DISTRICT-UGANDA.**

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## **DECLARATION:**

I Mawanda Stephen hereby declare that this Dissertation is a result of my own work, effort and research. It has not been produced by any previous researcher for any academic award. Where it has borrowed from the works of other academicians, due acknowledgement has been made.

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## APPROVAL

We hereby certify that this dissertation is the original work of Mawanda Stephen for a Master's Degree in Management Studies in Project Planning and Management. It was done under our supervision.

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## **DEDICATION**

This book is dedicated to my beloved twins Jeremiah and Isaiah and my dear wife Bridget. It is also dedicated to Mr. Walugembe Christopher and Mr. Kisitu Bruce.

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## **LIST OF ACRONYMS**

IMF	International Monetary Fund
MOES	Ministry of Education and Sports
PLE	Primary Leaving Examination
SAPs	Structural Adjustment Policies
TQM	Total Quality Management
UCE	Uganda Certificate of Education
UNEB	Uganda National Examination Board
WB	World Bank

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## ABSTRACT

The study set out to analyze the institutional challenges of maintaining quality education in private secondary schools in Nsangi sub-county, Wakiso District. The major objectives of the study were to determine the influence of infrastructural facilities, admission criteria, leadership style and staffing on the quality of education.

The researcher used a descriptive cross sectional survey design and applied both quantitative and qualitative approaches. This study was mainly guided by the Total Quality Management theory which was derived from the teachings of W. Edwards Deming.

A sample of 4 schools out of 38 was randomly selected. 35 teachers and 85 senior four students were also randomly selected. Key informants in the study included 4 head teachers who were purposively selected. 3 District officials were also purposively selected to take part in the study.

The collected data was analyzed using the Statistical Package for Social Scientist (SPSS). Pearson correlation and regression analysis were used to measure the degree, strength and direction of the relationship between variables.

The findings indicated that there was a relationship between infrastructural facilities and the quality of education in private secondary schools in Nsangi sub-county, Wakiso district, the findings also indicated a significant relationship between staffing and the quality of education. However the study revealed that leadership styles and admission criteria do not affect the quality of education.

The study recommends that school authorities should pay more attention to the academic and non academic infrastructural facilities in order to develop a holistic approach to the changing trends in the education sector.

That there should also be other criteria of admission to be used by schools other than academic grades and this should apply to Uganda National Examination Board.

The study also recommends that there should be a clear demarcation between school directors or proprietors and the school administration. Their roles should be clearly defined to avoid overlapping and teachers should implement a holistic approach that embraces all the aspects of quality education.

Areas for further research were suggested to include the role of parents' contribution to the attainment of quality education.



## **CHAPTER ONE**

### **INTRODUCTION:**

#### **1.0.0 Introduction:**

This chapter presents the background of the study, statement of the problem, general objectives, specific objectives, research questions, hypothesis of the study, operational definitions, assumptions and limitations.

#### **1.1.0 Background to the study:**

##### **1.1.1 Historical background:**

In the early and mid 1980s Uganda began to experience a transformation of the economy in the economic, social and political aspects. It should be noted that the early 1980's were years of turbulence characterized by a total decay of the key and important structures in Uganda and hence there was a need to embrace the Structural Adjustment Policies (SAPs) in order to revamp the economy.

The National report on the development of education in Uganda (2004) observed that over the past eighteen years a series of minimum recovery policies and programmes have been drafted and implemented to address the social, cultural and economic needs of the people to improve the quality of their lives. Such policies were supported by the International Monetary Fund (IMF) and the World Bank. Ssentamu (2004) states that the IMF usually assists restructuring developing countries with the macro-economic stabilization programs while the World Bank normally assists in devising actual structural reform policy measures. Liberalization of the economy was one of the global policies that Uganda embraced in the late 1980s. Liberalization of the economy in this case means giving some measure of freedom to private individuals to take part or to

invest in certain economic ventures with limited government interference, (Ssentamu 2004). The Education sector in Uganda was not spared of such economic changes that were aimed at causing the much needed economic transformation.

Emyron (2000) contends that the constitution of Uganda (1995) gives mandate to individuals, religious bodies or Non-Governmental Organizations to found and operate educational institutions if they comply with the general policy of the country. It is therefore upon such a background that the late 1980's and the early 1990's experienced a robust and sudden mushrooming of the private schools to partake on this hitherto unexploited education sector. Kasfir (2007) reports that Uganda's education system modeled on Britain's was originally developed by missionaries but is now run by the state and increasingly by the private sector. For instance according to the Ministry of Education and Sports findings and observations – Uganda Education Statistics Abstract (2003), 41.6% of the schools were Private and 34.7% were Government owned. To emphasize this Ssekamwa (1997) contends that were it not for the existence of private secondary schools in Uganda, thousands of students would miss attending secondary schools because the government is not yet in position to provide enough schools.

With the increasing demand for education and the inability of public and government owned schools to provide education to all those who need it, private schools world over have been found as a suitable alternative. However the attainment of quality education in these private schools remains a big challenge because of the ever-changing circumstances and the different perceptions and expectations of those involved in the education systems at different times, (Ward 2006).For instance in Latin America and East Asia, Emanuela (2006) highlights that while Policy makers in many World Bank client countries have shown an increasing interest in expanding and strengthening their secondary education

systems, many challenges remain. In El Salvador the challenge facing the education system is to determine how to provide students with a mix of skills and knowledge required. The system suffers from low internal efficiency, repetition rates are high and drop out rates are alarmingly high. It is hence acknowledged that the quality of education in secondary schools is low and is potentially an obstacle to Economic growth and change in El Salvador, (winter 1999). William (1999) noted that Private and religious schools in the United States face some significant challenges if they are to continue to provide quality education to the children whose parents choose to select them. One of the challenges he identifies is staffing of schools with qualified teachers as private schools generally have lower salaries and fewer benefits than those in Public Schools.

The International conference on planning strategies for universalizing quality secondary education (2002) observed that increasing access to secondary education will remain a vain effort if it is not accompanied by appropriate measures to improve the relevance and quality of what is offered to the youth. In this conference it was further noted that reforms of secondary education in Africa is required to address key issues of access and equity as well as the relevance and quality of the programmes offered to meet the education needs of the youth and the development goals of the continent.

In Uganda the situation has not been different either, most of the private secondary schools are entangled in a web of challenges that has even threatened their own existence and survival. The quality of education offered in many of these private schools is doubtful. For instance the government white paper (1992) found that the quantitative expansion of secondary education has not been guided by systematic planning and this has adversely affected the quality of education that has been offered. Holsinger, Jacob

and Mugimu (2002) assert that there remains an eminent need for the government to regulate secondary education in terms of equity and quality in the private sector, which now accounts for over 40% of secondary provision. Worse still, in its rankings of Uganda's worst secondary skills, the New Vision (2010) reported that most schools which registered zero or insignificant numbers of first grades since 2000 were private schools and up country schools. It should be noted that there has always been a conflict of interest on the part of entrepreneurs of maximizing profits from the education investment and providing quality education that instills and promotes national unity enabling individuals to develop personal skills in problem solving. In agreement with this Namboozie (1995) as cited by Emuron (2000) contends that the majority of private secondary schools were set up for economic gain. Holsinger, Jacob and Mugimu (2002) further argue that recognizing the high demand for education and a limited number of established schools, entrepreneurs entered the scene seeing education as a lucrative avenue in a market economy.

### **1.1.2 Theoretical background:**

Various theories have been advanced to explain the concept of quality which can as well be applied in the maintenance of quality education. The most outstanding one however is the theory of Total Quality Management (TQM) which was developed by an American statistician W.Edwards Deming just after World War II for improving the production quality of goods and services. Many educators have come to believe that the Deming's concept of TQM provides guiding principles for the needed educational reforms and many studies showed that TQM could be successfully applied to education and resulted in positive outcomes for stake holders. In analyzing the importance of Total Quality Management to education, Marmar (2001) emphasized that it is a timely tool which must

be clearly understood, adopted and implemented as soon as possible. According to Heeraj (2008) the success of TQM is the responsibility of top management. The school teachers must establish the context in which students can best achieve their potential through the continuous improvement that results from teachers and students working together. In trying to relate the theory of TQM to quality education, Weaver (1992) emphasizes that customers are vital to the operation of the organization. Without customers there is no business and without business there is no organization. Consequently it should be the primary aim of any group to keep the customers satisfied by providing them with quality products. The customers in a typical school environment are the students and unless there is awareness and commitment for every one in promoting the highest possible quality, the talents of a student will not be developed to their fullest potential. Lankard (1992) highlights that the success of Total Quality Management relies on the experience, expertise and commitment of all members of an organization to improve the process by which customers are served. In fact Deming promotes the role of management as one of facilitating workers to do their best by removing barriers that prevent high quality work and by involving workers in decision making. To borrow his ideas in educational institutions, there is need for head teachers to facilitate the teaching staff to do their best by involving them in day to day decision making. Just like the Systems Theory, Total Quality Management recognizes the fact that quality is possible only when managers realize that all systems consist of interdependent parts and work to aim all those parts toward a vision of quality. For stance TQM recognizes students as both customers and employees of the education system. Administrators need to involve students in their own education by training them to question the learning process. TQM further calls for change in the teachers' relationships with both students and administrators. Teachers need to view education through students'

eyes and they need to work with administrators as a team, (Rhodes 1992). More important is the fact that with TQM many mishaps that come at the end of the education process like high failure rates, high school drop outs among others could be avoided if the job is done correctly the first time. Youngless (2000) as cited by Pertson, Meroko, Bitange and Ombati (2010) argued that rather than trying to inspect the quality of products and services after they have been completed TQM instills a philosophy of doing the job correctly the first time. Lankard (1992) highlights the potential benefits of Total Quality Management in a school or college and emphasizes that Total Quality Management can help a school or college provide better services to its primary customers, the students and employers. He also argues that continuous improvement focus as required by Total Quality Management is a fundamental way of fulfilling the accountability requirements common to educational reforms. Lastly operating a non fear TQM system with a focus on continuous growth and improvement offers more excitement and challenges to students and teachers than a “good enough” learning environment can provide. However it is important to note that the benefits that accrue from applying Total Quality Management tools in the education system will not be realized in an instant, it requires school authorities to take a consistent path way with patience if it is to produce meaningful results. Sallis (2002) put it better that Total Quality Management does not and will not bring results overnight. However if it is consistently applied it is an important set of tools that can be employed in the management of education institutions.

However one of the pressing issues faced by most researchers is to come up with objective measures and indicators of quality education. This is because of the subjective nature of this concept. Therefore in order to come up with objective indicators of quality



education there is need to identify verifiable aspects or benchmarks upon which quality is measured. Once such aspects are attained then it is assumed that quality has been attained and when those aspects are not attained then the quality is presumed not to be achieved. Such benchmarks or aspects include certain values and cultures set by the schools, the desired self esteem and confidence, respect of self and others, religious aspects, student achievement results, completion of lower secondary and increased participation of students. However in Uganda, academic performance (student achievement results) is generally the accepted measure of quality education. The Uganda National Examination Board (UNEB) conducts national examinations at specific intervals and its results are respected and widely used by schools and institutions country wide to determine the level of education quality that has been attained. The results of UNEB are verifiable and objective and hence are used to determine the extent to which education quality has been achieved. This study therefore mainly but in addition to other indicators relied on academic performance to measure the quality of education.

### **1.1.3 Conceptual background:**

The subject of quality has been an area of interest for many scholars in various organizations. Sallis (2002) highlighted that quality is at the top of most agendas and improving quality is probably the most important task facing any institution. Those organizations and firms who ignore maintaining quality are bound to perish in the long run. Oakland and Porter (1994) contend that the reputation enjoyed by an organization is built by quality, reliability, delivery and price. They continue to emphasize that quality is the most important of these competitive weapons. In the post industrialization era quality was a preserve for only industries but now it increasingly becoming an inherent component of the educational process for its success, (Marmar 2001).

However Pfeffer and Coote (1991) as cited by Peterson, Meroko, Bitange and Ombati (2010) noted that quality is difficult and elusive to define, having been referred to as a “slippery concept”. It is slippery because it has a wide variety of meanings and implies different things to different people. In fact Sallis (2002) noted that many people find quality an enigmatic concept and it is perplexing to define and often difficult to measure. Such findings only serve to emphasize the subjectivity of quality its self, but again it is some thing that organizations can not avoid, more so education institutions.

Hence various definitions of quality have been advanced, for instance Prokopenko (1997) as cited by Emuron (2000) defines quality as conformity to set standards. He argues that quality is user or customer based and that an increase in quality actually reduces costs. For Oakland (1995) quality is simply meeting the customer requirement. In agreement with Oakland, Barrie and Oakland (1994) also stress that quality is all about meeting the customer requirements and current and future expectations. All the above definitions stress the fact that the aim of maintaining quality is to meet stakeholders’ expectations. Therefore Quality education is intended to meet the expectations of parents, government officials, business leaders and country representatives. In fact any organization or institution that ignores maintenance of quality does so at its own peril. Deming (2007) a quality management expert concluded that many of the failures and problems in modern business were not the fault of workers, but could more often be traced to inefficient and unresponsive systems of production.

According to the World Bank (1995) quality education is defined by the environment in the society and the student outcomes. Student outcome in this case is measured by the performance of students that are influenced by the nature of the environment.

Therefore quality education means the process of acquiring or transmitting knowledge, skills and attitudes to cause a permanent change of an individual's behavior in conformity with a country's set standards and the environment in which learning takes place.

However the best way to look at quality education is in terms of the input-output approach, emphasizing certain key learning inputs such as teachers, infrastructural facilities etc well blended with the leadership aspect in order to get the desired output in terms of quality education. For stance Scheerens (2004) confirms that perspectives on quality education can be clarified by viewing education as a productive system in which inputs are transformed into outputs. Scheerens (2004) further identifies the productive view and accordingly success here is seen as depending on the attainment of the aspired outputs/outcomes. Once the aspired outcomes are attained then quality is said to be achieved.

The World Bank project designs (1996) also relate quality education to a kind of synergic relationship that relates the inputs and student outcomes. That the factors that determine school effectiveness are divided into four inter-related categories that are themselves influenced by the institutional, cultural, political and economic context surrounding the school.

Within this context, the supporting Inputs flow into each school where interaction among the enabling conditions, school climate and teaching/learning process combine to produce student outcome. However this school of thought tends to disregard the quality of inputs themselves and the basis of this study is to exactly try to capture that. Unless managers of education institutions pay considerable attention to the quality of inputs, not much can be achieved in areas of quality education.

The main challenge that faces many scholars though is to identify the indicators of quality education. In many developing countries, quality education is all about passing examinations with better grades. The Education Indicators Framework highlights that student achievement results are important indicators of quality education. Much as passing examinations has been over rated as one of the main indicators of quality education, such an indicator can only be interpreted meaningfully only in the context of the system that produced the results. Emuron (2000) further reveals that this kind of education falls short of the intended national quality. In today's globalized village a couple of skills are required if students are to meet the challenges of this generation. Therefore relying on academic content alone without other skills may be misleading.

Mayer, Mullens and Moore (2000) seem to agree with Emuron, for them indicators of School quality fall in three categories: - the characteristics of classrooms, characteristics of teachers and characteristics of schools as organizations. To them, the quality of grades, a school's goals, leadership, discipline policy and academic environment are all indicators of school quality.

For UNESCO Education Quality Indicators (2006), indicators of quality in education are Participation, Community and Equality .It is emphasized that these should be the guiding principles for planners and implementers of quality education. When learners are in an environment that provides possibilities for full participation and community as well as equal opportunities then you know that education is of high quality. More important to note is the fact that various organizations perceive quality differently and hence coming up with the indicators depends on the aspirations, goals and objectives of such an

organization or school. Several other benchmarks were developed in an effort to portray what quality education is. Sallis (2002) identified outstanding teachers, high moral values, excellent exam results, the support of parents, plentiful resources, the application of the latest technology, strong and purposeful leadership, the care and concern for pupils, a well balanced and challenging curriculum among others. However in this study the indicators of quality education mainly focus on exam grades, discipline, completion of lower secondary and student participation.

#### **1.1.4 Contextual background:**

Nsangi sub-county in Wakiso District in Uganda is one of the Pillars of Education since it is gifted with some of the highly regarded education Institutions especially secondary schools. Schools like King's College Buddo and Trinity College Nabbingo, which are government aided, are found in this sub-county. The sub-county has also got a good share of Privately owned secondary Schools which include St. Alysious SSS Nabbingo, St Lawrence Horizon, Buddo SSS, Mugongo SSS, Mugwanya Summit College, Alpha and Omega, London College of St. Lawrence- Maya, Nanziga Parents SS, Hana SSS, St Marks college SSS, Summaya Secondary School among others.

The contribution of these private schools in Nsangi sub-county cannot be undermined but the majorities are faced with major challenges in trying to offer quality education to the public. For stance looking at one bench mark of quality education which is academic performance at O-level, Wakiso's private schools like St Lucia HS Namagoma, Nsangi SS, Alpha and Omega SS, Hana Mixed SS, St. Aloysuis SS Nabbingo among others featured among the worst secondary schools in Uganda with some not registering a single first grade at O-level in the past decade. The ranking of secondary schools by percentage

in first grade (2000-2008) probably gives a better picture of how precarious the situation is in most private schools in Wakiso, with specific reference to Nsangi sub county. Wakiso's St. Aloysius registered an average of only 5.1%, Manchester HS-6.8%, Mugongo SS, Kyengeru-6.8%, St. Lucia Hill School, Namagoma-6.5, Excel Millennium-9.3%. This situation is very worrying especially when compared with some of the traditional government aided schools like Mt. St. Mary's Namagunga that scored an average of 99.1%, St. Mary's Kisubi-97.8%, King's College Buddo-92.9%. This study therefore tried to analyze some of these challenges faced by private secondary schools like infrastructural challenges, leadership styles, admission criteria and staffing in maintaining quality education. The study analyses how the above challenges impact on the quality of education provided by these private schools.

In a bid to maximize huge profits, proprietors of private secondary schools are compromised when it comes to the Admission criteria. The Admission criterion in this case is measured by the cut off points considered on joining a secondary school (Senior one) basing on the Primary Leaving Examinations (PLE). A close scrutiny of the Ministry of Education and Sports (MOES) technical school admission for 2008 intake list indicates that the traditional government aided schools take the "Cream" unlike the privately owned schools that often take rejects. For instance Wakiso's Kakungulu Memorial considered ten and eleven aggregates for boys and girls respectively. Nalya SS considered twelve and thirteen aggregates for boys and girls respectively, Mugwanya Summit View College took twelve and thirteen aggregates as well as Kings Way High School that considered eighteen and nineteen aggregates for boys and girls respectively.

On the other hand government aided schools in Wakiso like King's College Buddo, cut off points were aggregate six and seven for boys and girls respectively. Gayaza considered six aggregates while Kisubi and Nabbingo considered five and seven aggregates respectively. The approach of admission criteria cannot be undermined. In Uganda the observation is that admissions to senior one are done on a competitive basis and the best schools usually take the best students in PLE. Because the quality of the students in terms of grades for PLE is high even the quality of education in terms of good grades at O-level tends to be high.

Another challenge usually faced by these private schools relates to leadership. Preliminary studies indicate that most of the Private schools are poorly managed with most proprietors and directors taking them as their personal properties unknowingly adopting an authoritarian style of leadership. Kura (2000) maintains that higher performance and satisfaction are derived from schools in which the head teacher's behaviours is democratic but performance is lower when there is unfairness, lack of sense of achievement, lack of freedom of action and involvement in decision making. Such an aspect seems to be missing in most private schools.

Still private schools are faced with staffing challenges in terms of the availability of qualified and well experienced teachers. They employ unqualified teachers in order to minimize on the operational costs and this tends to affect the quality of the education they offer. Mukunde (2007) asserts that some professional teachers have left teaching in particular private secondary schools and administrators of such schools have resorted to employing unqualified teachers to handle the teaching.

### **1.2.0 Statement of the Problem**

With the increasing demand for secondary school education because of the Universal Primary Education (UPE), government has found it's self unable to cater for this demand and hence numerous private schools have been established to bridge this gap. Holsinger, Jacob and Mugimu (2002) state that with the rapid growth of primary education in sub-Saharan Africa, a huge strain has been placed on secondary schools tasked with accommodating growing numbers of graduating primary students who strongly demand to further their education.

In spite of the liberalization of the education sector with a steady increase in the number of private secondary schools in Nsangi sub-county, there is one area of concern to many in the country. There are fears that perhaps the massive expansion in private schools with out commensurate expansion in facilities, learning materials and teachers may affect the quality of education. The high drop out rates portrays this especially for girls due to early marriages, poor academic performance, a decline in moral standards and low development of identifiable sport talents, Nsangi sub-county Development Plan. (2008-2011). For stance in school A, one of the schools where the study was carried out in 2009 registered a drop out rate of 41% of their S3 students due to various reasons such as lack of the required pass mark to S4, increased school dues, poor moral standards among others.

However, these private schools are faced with various challenges in a bid to provide quality education. The Uganda Secondary Education Sub-sector studies USESR (1995) asserts that the rapid growth of Private schools made it impossible for the Ministry of Education and Sports to monitor and enforce minimum standards, adding that many private schools lack general reading facilities. Therefore this study set out to analyze the influence of infrastructural facilities, admission criteria, leadership styles and staffing on



the quality of education which in this study is measured by exam grades, discipline, completion of lower secondary and student participation.

### **1.3.0 General Objective of the study**

To analyze the Institutional challenges encountered in the maintenance of quality education in private secondary schools in Nsangi sub-county, Wakiso District.

### **1.4.0 Specific Objectives:**

i) To determine the influence of infrastructural facilities on the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.

ii) To find out whether there is a relationship between admission criteria and the quality of education in private secondary schools in Nsangi sub- county, Wakiso district.

iii) To examine the influence of leadership styles on the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.

iv) To evaluate the relationship between staffing and the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.

### **1.5.0 Specific Questions:**

i) Do infrastructural facilities influence the quality of education in private secondary schools in Nsangi sub-county, Wakiso district?

ii) Is there a relationship between admission criteria and the quality of education in private secondary schools in Nsangi sub-county, Wakiso district?

iii) Do leadership styles influence the quality of education in private secondary schools in Nsangi sub-county, Wakiso District?

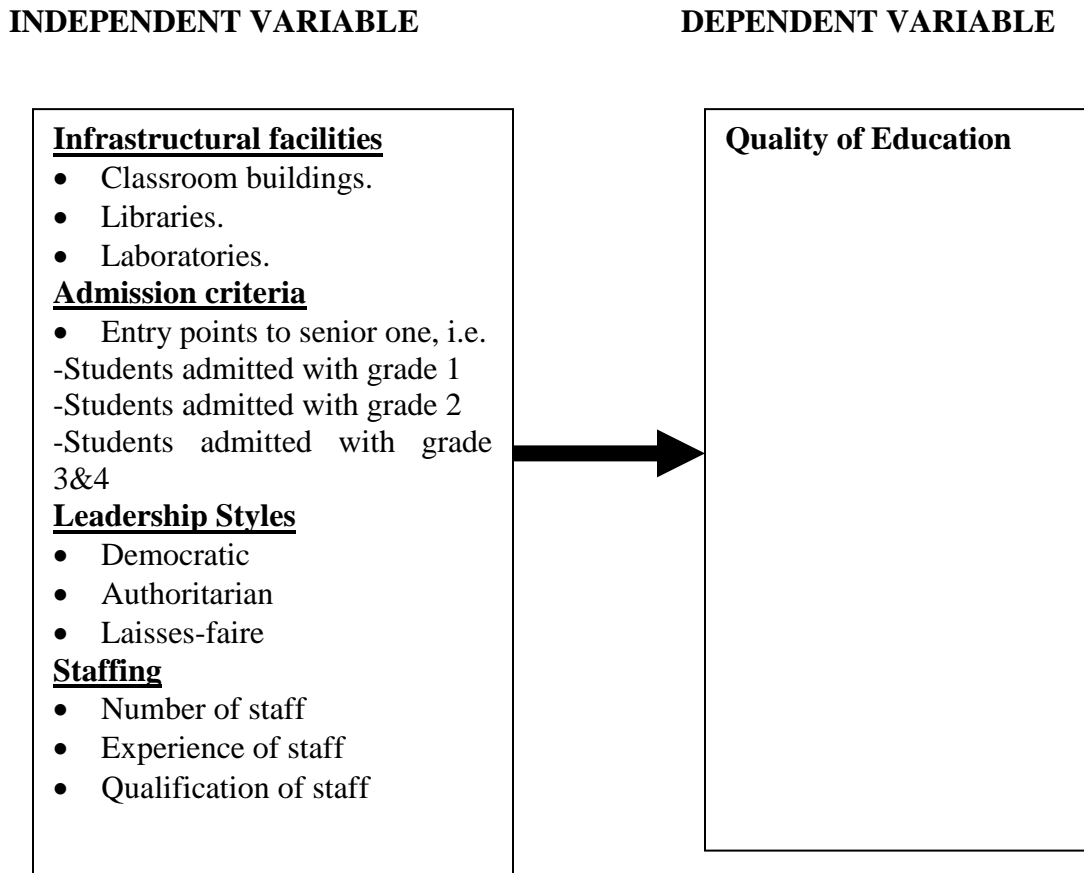
iv) Is there a relationship between staffing and the quality of education in Private Secondary Schools in Nsangi sub-county, Wakiso District?

### **1.6.0 Hypothesis**

- i) Infrastructural facilities do not influence the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.
- ii) There is no relationship between admission criteria and the quality of education in private secondary schools Nsangi sub-county, Wakiso District
- iii) Leadership styles do not influence the quality of education in private secondary Schools in Nsangi sub-county, Wakiso District.
- iv) There is no relationship between staffing and the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.

## 1.7.0 Conceptual Framework

Fig. 1 Conceptual Framework



The conceptual framework shows a relationship that exists between the independent variables i.e. infrastructural facilities, admission criteria, leadership style and staffing and on the other hand the dependent variable which is the quality of education. It is widely believed that availability of infrastructural facilities and instructional materials like classroom buildings, libraries, laboratories, books etc influence the learning process and where they do not exist the quality of education is low. For instance, on releasing the 2007 Uganda Certificate of Education (O-level results), the Uganda National Examination Board (UNEB) Secretary, Mathew Bukonya noted that although the government had introduced a Policy of making Science subjects compulsory, about 40%

of mainly private schools did not have laboratories which affected their performance, Saturday Vision, February 2, 2008.

The quality of education has got something to do with the admission criteria. The desire to maximize profits compels most private schools to take on whoever comes their way even with poor grades from Primary Leaving Examination. Holsinger, Jacob and Mugimu (2002) maintain that students have the option to attend a public school if admitted, but they are not allowed to attend the highest ranked government schools without adequate PLE scores. Private schools usually will recruit and absorb the remainder of the students who failed to qualify for the government schools.

The Leadership style adopted by school heads promotes quality education or hinders it. Kura (2000) asserts that a central factor affecting school performance is leadership. The success or failure of a school depends to a large extent on the ability of a Headteacher to plan, organize, direct, coordinate and control affairs of the school.

It is also assumed that staffing greatly influences the quality of education. Eurogo (2003) contends that the quality and experience of the teachers influence the academic performance of their students. The quality of education as well as student performance is enhanced by the availability of qualified teachers and their absence tends to lower the quality of education. The Ministry of Education and Sports reported that out of the 15,977 private Secondary school teachers in Uganda, 135 did not study beyond Primary school level and a total of 6226 possessed diplomas in primary education, Education Vision 4<sup>th</sup> December 2000. This confirms the situation in private schools about the availability of human resources.

On the other hand quality education as the dependent variable was measured by, exam grades, discipline, Completion of lower secondary and participation of students in aspects like debates, talk shows, music, games and sports, administration etc.

### **1.8.0 Significance of the study**

The contribution of private secondary schools in Nsangi sub-county, Wakiso District and Uganda at large cannot be under rated. This is because they complement the government aided or public schools in attaining high levels of literacy one of the millennium development goals. The findings of this study will therefore benefit the proprietors of these private schools as well as parents by paying more attention to the challenges they face, analyze and appreciate them in order to improve on the quality of education such schools provide.

It was hoped that the study will throw more light on the influence of infrastructural facilities and hence become a focus in the decision making process of school management committees.

It was also hoped that the study would contribute another milestone to resolving the dilemma of admission criteria and its influence on the quality of education. Policy makers and implementers would find such information necessary to capitalize on grades or not as they admit students in their schools.

The study would also highlight the role of leadership styles in maintaining quality education in secondary schools in Wakiso district.

Of prime importance was the hope that this study would enable school authorities to make vital decisions on staffing putting into consideration the intricate human resource aspects with a view of attaining quality demands of the various stake holders. There fore the quest to ensure that students achieve quality education and acquire values and skills

that help them benefit from education process demands an understanding and appreciation of these factors which will help school authorities to find workable solutions and ensure that their schools remain afloat.

### **1.9.0 Scope of the study**

#### **1.9.1 Geographical scope:**

This research study was carried out in Nsangi sub-county which is one of the 11 sub counties of Wakiso District in Uganda. Nsangi sub-county is situated along Kampala-Masaka road. The headquarters are located at Nsangi-Mukono in Nsangi parish approximately 15 kilometers from Kampala the capital city of Uganda.

#### **1.9.2 Time scope:**

The study covered a time span from 2007 to 2009 and analyzed the challenges of maintaining quality education over the 3 year period.

#### **1.9.3 Content scope:**

The study analyzed key institutional challenges in maintaining quality education namely: Availability of infrastructural facilities, admission criteria, leadership styles and staffing.

### **1.10.0 Operational Definitions:**

i) Private Secondary Schools: These are schools that were founded by entrepreneurs as commercial ventures and they are not financially aided by the government but guided by the Ministry of Education and Sports.

ii) Quality Education:-In this study quality education is measured by the exam grades, discipline, completion of lower secondary and student participation.

iii) Infrastructural facilities: These are the typical structures and instructional materials that aid the learning process e.g. classrooms, libraries, laboratories, toilets, dormitories, text books, teaching aids, etc.

iv) Staffing: This refers to the availability of quality teaching staff measured by their experience, qualifications and quantity.

v) Leadership style: This refers to the way or manner in which schools are operated.

### **1.11.0 Limitations of the study:**

The researcher encountered problems such as the unwillingness of some head teachers to provide some data they regarded sensitive especially the academic performance of their students in UCE Exams. In some cases school head teachers were suspicious of the researcher and some were unable to willingly provide the required data. There was also a problem of absenteeism of some teachers in the private schools since most of them are hired on a part time basis. Therefore collecting data from them through the questionnaires proved to be a big challenge. Some respondents simply failed to complete the questionnaires because of sheer laziness. In some instances, some respondents amongst teachers wanted allowances prior to providing information.

The researcher managed these problems by making a thorough sensitization of mostly the school head teachers on the importance and significance of the study stressing the fact that this study would also stand to benefit them. The Uganda Management Institute (UMI) introductory letter also helped to allay any fears and doubts among some head teachers. Efforts were made to maintain confidentiality of the responses. The absenteeism of the teachers was tackled by frequent visits to the schools since most of them were located in the researcher's area of work.

## **CHAPTER TWO:**

### **LITERATURE REVIEW**

#### **2.0.0 Introduction:**

This chapter tried to examine various literature related to the subject of the study. First it dealt with the Conceptual review and then the literature was reviewed in accordance with the objectives of the study under the following topics:

Influence of infrastructural facilities on the quality of education, the influence of admission criteria on the quality of education, the influence of leadership styles on the quality of education, and the influence of staffing on the quality of education.

#### **2.1.0 The concept of quality:**

Namusonge and Sawamura (2010) acknowledge that quality is at the heart of all education systems as good quality teaching and learning environments ensure effective learning outcomes. Increasingly quality makes the difference between being excellent or run-of-the-mill or between success and failure. The best organizations whether public or private, understand quality and know its secret, (Sallis 2002). They add that quality influences what students learn, how well they learn and what benefits they draw from their education. However defining quality is not an easy task considering that it is a “slippery concept”. It is slippery because it has a wide variety of meanings implying different things to different people. (Pfeffer and coote 1991 as cited by Peterson, Bitange and Ombati 2010). But never the less various attempts have been made to define it. For instance Prokopenko (1997) as cited by Emuron (2000) defines quality as conformity to set standards. He argues that quality is user or customer based and that an increase in quality actually reduces costs. For Oakland (1995), quality is simply meeting the customer requirements. In agreement with Oakland, Barrie and Oakland (1994) also stress that quality is all about meeting the customer requirements and current and future



expectations. The concept of quality can be used to modify quality education and hence quality education means the process of acquiring or transmitting knowledge, skills and attitudes to cause a permanent change in an individual's behavior in conformity with a country's set standards and the environment in which learning takes place.

### **2.2.0 Infrastructural facilities and the quality of Education.**

Many studies have indicated a close link between availability of infrastructural facilities and the quality of education. For this study infrastructural facilities are the physical structures and instructional materials that aid the learning process e.g. classrooms, libraries, laboratories, toilets, textbooks, teaching aids etc. Lubanga (1999) as cited by Mashate (2008) contends that for any school to function effectively there is need for an environment that facilitates learning to take place. This emphasizes the fact that the required infrastructure which facilitates learning must be in place for quality education to be achieved. In her report concerning secondary education in El Salvador, Winter (1999) contends that student performance is significantly higher in schools where students have more access to written materials and specifically libraries. To emphasize this, the Education Policy Review commission (1978) recommended that the quality of teaching could be improved with good instructional materials, which provide appropriate text, good questions and suggested activities. Considering the importance and the role played by infrastructural facilities in maintaining the quality of education, the Education Policy Review commission further recommended that those schools which make little or no effort to maintain minimum standards of facilities and staffing should not be allowed to operate.

The Education Act (1970) also provides for the Requirements of establishing a private school among which the main requirements is the provision of structures and facilities essential for the teaching-learning process. Hammack (1990) further argues that

classroom structures/ buildings create a positive academic achievement and climate and they raise students' self esteem, reduce alienation and delinquency.

The above recommendations are in line with Sally, Phil and Brenda (1997) as cited by Kaggwa (2002) who assert that for the quality of teaching and learning, support materials are a very vital factor to enhancing quality education. Teaching and learning support materials facilitate, guide and accelerate the learning process. Among these are the physical structures, textbooks, handouts, visual media, electronic media like computers and overhead projectors. However such beautiful recommendations about the need for schools to provide infrastructural facilities only remain in theory but in practice many private schools begin to operate with out the basic infrastructures with a hope of improving in future as they expand. But unfortunately the desired expansion by many only remains in a dream.

Notably learning and teaching does not occur in a vacuum. It is influenced by the availability of infrastructural facilities and various teaching aids. The absence of the above is bound to affect the quality of education as Nsubuga (2003) noted – many of the private schools have no text book materials for learners, few have functional libraries and most teachers teach without any teaching aids. In their report, Eremu and Nabusoba (2010) contend that most private schools lack enough text books, making students to entirely depend on teachers who may equally be rusty in the absence of instructional materials. Proponents of the availability of infrastructural facilities and their influence on education quality tend to disregard the fact that infrastructural facilities are not an end in themselves but rather it is important to enhance and embark on a sensitization campaign for them to be utilized by teachers and students in a secondary school setting. Their availability alone is not enough but their utilization as well is very vital in the maintenance of quality education.

### **2.3.0 Admission criteria and the quality of education**

Admission criteria in this study basically relates to the grades obtained from the Primary Leaving Examinations (PLE) and how they are used as a criteria for admission in senior one. It has been argued that schools which admit students with relatively good grades at senior one register relatively good grades at O-level hence indicating the desired quality.

Oakland and Porter (1995) maintain that quality and competitiveness go together. Those who are able to compete in today's globalised world are able to achieve quality. In Uganda today there is a lot of competition in the admissions to Senior one with the best schools usually referred to as "first world schools" taking on the "cream" or the best students in PLE. The result is that such schools usually end up with the best performing students in Uganda Certificate of Education, (UCE) while their counterparts who take on the average students get average grades as well. In their publication of Uganda's worst secondary schools in the New Vision (2010), Professor Senteza Kajubi says that, the nature of students significantly contributes to school performance. In conformity with this Muguluma (2004) as cited by Kapkwomey (2008) also contends that maintenance of high academic performance by the traditional schools is attributed to the caliber of Senior one students they admit adding that schools that admit the cream are believed to have no major tasks but only to polish the already good students while those schools that admit mediocrity students have to work hard in order to have them perform. It is worth noting that most private schools often take students that have not qualified to go to the traditional good public schools and the elite private schools.

This dilemma that private schools find themselves in is one of the constrained budgets they operate and they find themselves taking on average students in abid to maximize

profits. However the proprietors of such schools tend to take the input- output analysis for granted. Student intake constitutes a vital input in the school setting and those who take keen interest in the quality of the students they take at senior one entry achieve excellent results at the end. Lewin and Sayed (2005) emphasize that the good performance in government schools is partly due to the selection process which directs the most capable students to government secondary schools. Those not selected have the option of attending low quality private schools. They also add that most private schools appear to have no formal admission procedure and requirements except the ability to pay admission and tuition fees.

However there is a school of thought that believes that the admission criteria may not matter so much but the nature of the system in terms of the available resources to work on the students. That even if students admitted are of relatively low grades, availability of qualified teachers, instructional materials, sanitary facilities all combine to transform these students into better performing ones. The proponents of such argue that quite often those students who come with average grades tend to out compete and out shine the so called cream. Therefore the basis of this study is to try to verify such claims and throw more light to the influence of admission criteria on the quality of education.

#### **2.4.0 Leadership styles and the quality of education.**

Beach (1980) as cited by Kura (2000) defines Leadership as the process of influencing to act in order to accomplish specific goals and adds that leadership involves attempts by a leader to affect or influence the behavior of followers in a situation. For Hannaga (1995) as cited by Namubiru (2005) leadership is the process of motivating other people to act in particular ways in order to achieve specific goals. In agreement with the above Armstrong (1999) defines leadership as the ability to persuade others willingly to behave differently. These various definitions of leadership point out the need to influence people

or individuals in order to achieve certain goals. Therefore as a leader there is need to motivate others towards a given specific goal. A leader can't exist without people and people may not exist without a leader.

Namubiru (2005) complements this by asserting that leadership involves exerting influence over other members of the organization to help them achieve organizational goals. Therefore Mullins (2002) as cited by Kangavve (2006) defines leadership style as the manner in which leaders go about the business of leading. Namubiru (2005) also defines leadership style as a particular behavior applied by a leader to motivate his/her subordinates to achieve the objectives of the organization. Kura (2000) adds that leadership style is a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the Organization. He adds that a leader's style should be able to arouse the employees to give that output that will satisfy the organization and the individual.

Many studies have tried to correlate the influence of leadership and the style adopted on the quality of education. A leadership style adopted by a leader can either deter or promote quality education. Mayer, Mullens and Moore (2000) argue that leadership can have an impact on teachers and what they are able to accomplish in the classroom and this in turn may influence students' learning.

There are basically three leadership styles namely democratic, authoritarian and Laissez-faire all of which have an influence on how people behave and achieve the desired goals and objectives of an institution. Mayer, Mullens and Moore (2000) argue that school leadership can have an impact on teachers and what they are able to accomplish in the classroom and this in turn may influence students' learning.

## **Democratic Style**

Mullins (2002) as cited by Kangavve (2006) defines democratic style as one where the focus of power is more with the group as a whole and there is greater interaction within the group. In fact Kreitner (1999) as cited by Kangavve (2006) emphasizes that democratic leaders tend to encourage participation in decision-making and that this motivates followers. Mayer, Mullens and Moore (2000) also indicate that schools were more likely to support high level of learning when power was shared among participants. For Mukundane (2007) this style is characterized by Consultation with the formulation of Plan Policies. Notably performance, morale and hard work tend to be high when workers are involved in decision-making. With time they feel they are part of the system, they share in the vision and they are likely to deliver. Kura (2000) makes reference to this argument that higher performance and satisfaction are derived from schools in which the teachers' behavior is Democratic.

## **Authoritarian Style**

Laurie (2002) as cited by Namubiru (2005) refers to authoritarian or autocratic style as one where the focus of power is with the manager and all interactions within the group move towards the manager. For Mukundane (2007) his view of an autocratic leader is that he/she centralizes power and decision-making in himself or herself. He/She gives orders, assigns tasks and duties without consulting the employees.

Musaazi (1982) as cited by Kangavve (2006) is also in agreement as he further argues that in the school world authoritarian head teachers insulate themselves with a lot of powers and do not tolerate anybody who questions their authority. Namubiru (2005) confirms this as she contends that the manager alone exercises decision-making and authority for determining policies, procedures, achieving goals, work tasks and

relationships, control of rewards or punishments. Since this style avoids consultation and participation of all the members or employees in decision-making, it tends to kill morale, creativity, initiative and innovativeness, which work against quality improvement.

### **Laissez-faire Style.**

Mukundane (2007) asserts that in a Laissez-faire leadership style, a leader passes on the responsibility for decision making to his subordinates and takes a minimum of initiative in administration. The leader gives no direction and allows the group to establish its own goals and work out its own plans. Namubiru (2005) maintains that the manager observes that members of the group are working well on their own. Kangavve (2006) adds that for this style there is no specific person to direct activities of others. In fact for Mullins (2002) as cited by Kangavve (2005) genuine Laissez-faire leaders are those who just stand aside and let individuals or groups make decisions on their own.

However, this style tends to grant too much freedom to employees, as no body seems to be in control. In the long run, employees tend to loose focus of the organizational goals in favor of personal interests. People are seen to be working while in actual sense their productivity is negligent.

In reality, a good leader may not rely on only one style because each style is required in different situations and circumstances. This only stresses the fact that there is need to maintain a balance between the three styles in consideration of organizational or institutional circumstances in order to promote quality in the secondary schools.

### **2.5.0 Staffing and the quality of education:**

In this study staffing refers to mainly the teachers who handle the students i.e. their availability; their quality, experience and how they are managed to enhance quality education. Darling (2000) reveals that despite conventional wisdom that school inputs

make little difference in student learning, a growing body of research suggests that schools make a difference and a substantial portion of that difference is attributable to teachers. She further argues that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains than those who are assigned to several highly effective teachers. To emphasize the role of teachers, Musaazi (1982) as cited by Kapkwomey (2008) stress that the major premise of staff management in school is that the end result of the education process will be determined by the effectiveness of the school teachers. In agreement with the above Jennifer (2003) contends that teacher quality is the most important school related aspect influencing student achievement. This is also supported by Takabayashi (2006) who further confirms that quality education begins with highly qualified and caring teachers who build positive relationships and interactions with their students. For Buckingham (2000), the quality of teaching has great effect and profound impact on the student's achievement.

Therefore the importance of teachers who are experienced and qualified as revealed by most scholars cannot be underestimated. Quality education is associated with the availability of qualified teachers. Leaders of schools who are concerned about quality education are always searching, recruiting and maintaining qualified and experienced teachers. As established by Holsinger, Jacob and Mugimu (2002) private schools especially the humanitarian schools, teachers tend to be under qualified or not qualified at all and the results are eminent in student performance.

Nsubuga (1980) makes reference to a professional teacher as one bearing the following characteristics:-

- An in depth field of knowledge



- An understanding of how people learnt of various ages in their lives.
- An understanding of the organization and development of a field of knowledge.
- The ability to relate subject matter and self to the student.

Craig, Kraft and Plessiss (1998) also found that specific factors such as the years of teacher training, the teachers' verbal fluency, subject matter knowledge, having books and other materials and knowing how to use them, teacher expectation and frequent monitoring of student progress are all key factors identified in some key research studies that have a positive bearing on the quality of teachers' performances and consequently student achievement. For Erogo (2003), the quality and experience of the teachers influence the academic performance of their students adding that students who are taught by well trained and experienced teachers are likely to perform better than their counterparts handled by inexperienced teachers, emphasizing that the training and experience of the teachers enables them to prepare thoroughly for their lessons. The teacher in this case seems to be over glorified, but his or her efforts in the maintenance of quality education depends on other factors like motivation, presence of the required tools and leadership style that the school adopts. However it is more likely therefore that the teaching staff is the cornerstone in education performance, the methods of teaching they use, their commitment to work, syllabus coverage, assessment of pupils work and motivating children counts a lot in students' performance.

### **2.6.0 Summary of Literature Review.**

This chapter reviewed related literature on the study variables that included infrastructural facilities, admission criteria, leadership style, and staffing and their influence on the quality of education.

Most of the literature reviewed indicated a positive relationship between the above variables to the quality of education apart from admission criteria. This presents this study a challenge to prove a correlation between admission criteria (the quality of students) and the quality of education. In addition the literature reviewed indicated that more emphasis was put on availing infrastructural facilities rather utilizing them for the benefit of the students who play a big role in the maintenance of quality education. This study therefore tried to address this as well.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0.0 Introduction:**

This Chapter presents and describes the approaches and techniques the researcher used to collect data and investigate the research problem. They included Research design, Study population, Sample Size and Selection, Sampling Techniques and Procedure, Data collection methods, Data Collection Instruments, Pretesting (Validity and Reliability), Procedure of data Collection, Data Analysis and Measurement of Variables.

#### **3.1.0 Research design:**

The research design was a descriptive cross sectional survey design which the researcher applied because it provides a systematic description that is as factual and as accurate as possible, (Amin 2005). In addition a cross-sectional survey is simple, less time consuming and a least costly alternative because data is gathered just at one point in time, (Sekaran 2003). The study also applied quantitative and qualitative approaches. Amin (2005) states that quantitative designs are plans for carrying out research oriented towards quantification and are applied in order to describe current conditions or to investigate relationships, including cause and effect relationships. Quantitative designs therefore helped to describe the current conditions and investigated and established relationships between identified variables.

This study also applied qualitative approaches which engaged in an in depth probe and subjectively interpreted data to identify a correlation between the variables, (Sekaran 2003). This study integrated these two approaches since Neuman (2003) asserts that researchers who use one style alone do not always communicate well with those using the other.

### **3.2.0 Study population:**

A population is the aggregate or totality of objects or individuals having one or more characteristics in common that are of interest to the researcher and where inferences are to be made, Amin (2005). For Neuman (2006), it is the abstract of a large group of many cases from which a researcher draws a sample and to which results from a sample are generalized. The study population consisted of all the privately owned secondary schools in Nsangi sub-county, Wakiso district which are 38 in number. This study mainly focused on the district officials and teaching staff. Head teachers and students of S4 were used as key informants. The head teachers were chosen because they are the ones who supervise the teachers and hence they were in position to rate them. They also work hand in hand with the district officials as they implement the policies they formulate. S4 students were chosen because they are relatively mature and more focused hence they were in position to objectively assess their teachers' commitment to their duties. In any case they had spent relatively a longer time in school, i.e. 3 years, and therefore they were in position to give the relevant information regarding the objectives of this study.

### **3.3.0 Sample size**

The study was carried out in 4 schools out of the 38 privately owned secondary schools in Nsangi sub-county. The 4 selected schools represented 10% of the privately owned secondary schools. According to Gay (1981) as cited by Mugenda and Mugenda (1999), for descriptive studies, ten percent of the accessible population is representative enough. 10% of the 38 Private secondary schools gave us 3.8 which was rounded off to give 4 schools. Besides most private schools face similar challenges therefore there was homogeneity of the population which allowed the researcher to pick a small population.

All the 4 head teachers of the 4 private schools were selected. Teachers, students and the district officials were selected accordingly as the researcher went to the field using R.V. Krejcie and D.W. Morgan (1970) tables. Below is the table showing an illustration of the target population and the sample size:

**Table 1 showing the target population and the sample size:**

Category	Target population	Sample size	Sampling technique
Teachers	40	35	Random sampling
Students	110	85	Random sampling
Head teachers	4	4	Purposive
District officials	3	3	Purposive
Total	157	127	–

Source: R.V. Krejcie and D.W. Morgan

From the above table out of the 40 teachers of S4 which formed the target population a sample size of 35 was considered, out of a target population of 110 students, 85 of them formed a sample size. All the 4 head teachers formed the sample size and all the 3 district officials formed the sample size as well.

### **3.4.0. Sampling technique**

The researcher used the following sampling techniques in the selection of schools, teachers and students.

#### **3.4.1. Selection of schools:**

In this study random sampling was used to select the 4 schools out of the 38 schools. Best and Khan (2003) explain that this type of technique ensures that all the elements in the

population have equal chances of being selected. Sekaran (2003) also explains that this method has the least bias and offers the most generalizability of findings.

#### **3.4.2. Selection of teachers:**

A total of 35 teachers were randomly selected from those who teach Senior Four. The researcher particularly focused on S4 teachers because they were more suitable and experienced in handling a candidate class where one of the indicators of quality education, i.e. grades was paramount. Random selection was used to eliminate bias and offer generalizability in the study, (Sekaran 2003)

#### **3.4.3. Selection of students:**

With regard to students, random sampling was again applied to select a total of 85 S4 students. The researchers used S4 students because they were considered to be relatively mature and more focused to their studies and hence were in position to give an objective assessment on the quality of education.

#### **3.4.4. Selection of Head teachers:**

All the head teachers of the 4 schools were purposively selected because they had the required information as regards the objectives of this study, (Mugenda and Mugenda 1991). In addition the head teachers were included in the study because of their status and also due to the fact that they are directly concerned in the maintenance of quality education and do the supervisory role as well.

#### **3.4.5. Selection of District officials:**

The 3 district officials were purposively selected as well and they were included because of their role in integrating educational policies concerning quality education at the secondary school level and possibly because of their supervisory role.

#### **3.5.0. Data collection methods:**

The researcher used the following data collection methods to collect data.

##### **3.5.1. Interviews:**

Interviews were used to collect in depth information on the challenges of maintaining quality education in private secondary schools in Nsangi sub-county, Wakiso District. These interviews basically targeted the head teachers and the district officials regarding the challenges that private secondary schools face in their quest of attaining quality education. Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the Interviewees, (Amin 2005). In addition they also gave an opportunity to the researcher to revisit some of the issues that had been an over-sight in other instruments and yet they were deemed to be vital for the study.

##### **3.5.2. Questionnaires**

Sekaran (2003) defines a questionnaire as a preformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. Questionnaires were used because they increase the degree of reliability due to the many items in them and they as well enhance the chances of getting valid data, (Amin 2005). The questionnaire consisted of both closed and open-ended questions.

Quantitative data was obtained by closed-ended questions while qualitative data was obtained by open-ended questions. These questionnaires were administered mainly to students and the teachers simply because these respondents were too many hence the questionnaires became the most convenient and cheapest means of collecting data in this case.

### **3.5.3. Observation**

Amin (2005) defines observation as a method of data collection that employs vision as its main means of data collection. The researcher used observation to closely examine what was happening in these private schools and then recorded the findings as regards the objectives of the research study. Particularly observation was used in trying to analyze the availability of infrastructural facilities in these private secondary schools, hence it yielded first hand information which was more valid. Amin (2005) further asserts that observation provides additional unexpected information which may be encountered during observation sessions. Wilkinson and Bhandarkar (1992) also contend that it is also used to gather supplementary materials that help in the interpretation of findings obtained by other techniques.

### **3.5.4. Documentary Analysis**

The researcher also analyzed several documents from some schools and these included school registers and summarized Ordinary Level UNEB results that provided information on the history of these schools' performance. The researcher also used documents from the education department, Nsangi sub-county to analyze various policies and challenges pertaining to education and ministerial policies. Other documents included those from the Ministry of Education and the Uganda National Examination Board that provided statistical data. However in some instances it proved hard to get UNEB results from some



private schools because some school authorities considered that a sensitive area and hence were unwilling to provide them.

### **3.6.0. Data Collection Instruments:**

The researcher used the following instruments to collect data:

#### **3.6.1 Interview guide:**

The research study applied both unstructured and structured interviews. The unstructured interviews were used to bring out some preliminary issues to the surface so that variables that needed further in-depth investigation could be identified, (Sekaran 2003).

An interview guide was therefore used for the structured interviews to gather data from key informants on the challenges of maintaining quality education in private secondary schools.

#### **3.6.2. Questionnaire:**

A personally administered questionnaire was developed for this study and was used. Sekaran (2003) suggests that the researcher to collect data within a short period of time uses such a questionnaire because it is affordable and does not require much skill as compared to the interview.

#### **3.6.3 Observation Checklist:**

For this study an observation checklist was also formulated and it guided the researcher on the availability of Infrastructural facilities and other important factors that deemed to be of importance to this study.

#### **3.6.4. Document analysis guide:**

A document analysis guide was also used to analyze the various documents that were crucial to this study, for instance UNEB results, class registers etc.

#### **3.7.0. Reliability of the instruments.**

To ensure reliability of the instruments the questionnaires were designed and pre-tested with head teachers and pupils who the researcher did not involve in the study. This involved administering items that measured a certain concept to a set of respondents now and again to the same respondents and then comparing the results of the scores obtained at the two different times from one and the same set of respondents, (Sekaran 2003). Hence after one week a test-retest was done to ensure that the questionnaires were tailored properly to the objectives of the study so that the final respondents do not encounter problems in the process of answering them. The results from the pre-test were used to modify the items in the instruments. According to Amin (2005), test re-test reliability can be used to measure the extent to which the instrument will give consistent scores when the same group of individuals repeatedly measured on the same conditions. There after the results from the pre-test were used to modify the items in the instruments. Reliability results indicated a Cronbach's Alpha of 0.727 (72%). (See appendix)

#### **3.7.1. Validity of the instruments.**

To ensure validity the researcher constructed instruments that captured or measured certain concepts that were relevant to the study. The study applied validation tests and their after the researcher ensured that a panel of expert judges like supervisors and other

research experts and MMS participants evaluate the instruments to assess their validity and whether the instruments designed were likely to capture the required data.

### **3.8.0. Procedure of data collection.**

An Introductory letter was obtained from the Uganda Management Institute (UMI) and this was presented to the various schools and the district officials. This letter was used to obtain permission from head teachers to conduct a survey in their respective schools.

The questionnaires were delivered physically to the respondents in the various schools where this study was carried for filling through the various head teachers who ensured that they were filled. The head teachers helped a lot since they took it upon themselves to make vigorous follow-ups and made the necessary explanations of the research objectives to persuade those hesitant teachers who were reluctant to fill the questionnaires. However the students compared to the teachers were more cooperative since they were all available and their mobilization by the head teachers was easy. With the exception of one school where the questionnaires were returned after 2 weeks, for all the others it took 1 week to get them back and the response rate was quite impressive. In some instances the head teachers availed the researcher with assessment records for scrutiny and analysis. The researcher also physically went to Nsangi Sub County to conduct interviews with district officials in the education department. This was a challenge since several attempts had to be made to fix appointments with them.

### **3.9.0. Data management.**

The researcher used both qualitative and quantitative methods of data analysis. Qualitative data from respondents was arranged according to the themes which the researcher critically reviewed and analyzed in relation to each of the research questions

and objectives of the study and then presented in a narrative form. Quantitative data got from questionnaires was prepared for analysis to make it as error free as possible. Preparation for data analysis involved editing, coding and computer data analysis, (Amin 2005). Therefore data analysis commenced with a view of establishing a relationship between the dependent and independent variables.

Since this study was cross-sectional correlation in nature, it tried to measure and describe a relationship between the independent and dependent variables. Amin (2005) emphasizes that the most commonly used index of correlation is the Pearson product moment correlation index. This was determined using the SPSS computer package.

Qualitative data was analyzed by obtaining information from head teachers, teachers and students about the phenomenon and then patterns, trends and relationships were established from the information gathered. Quantitative data was analyzed using descriptive statistics to meaningfully describe the distribution of scores or measurements, Mugenda and Mugenda (1999)

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0.0 Introduction:

This chapter presents the results and interpretations of the findings of the study. The findings were analyzed in relation to the objectives of the study. Findings were derived from the questionnaires and interview guides that were administered to the students, teachers, head teachers and the district officials. The level of expertise and competency were considered while deciding on categories of respondents to complete the research instruments and to respond to the interview questions. The students of S4 were categorized and made to fill structured questionnaires. Teachers also filled structured questionnaires and the head teachers and district officials gave their opinions with the guidance of the interview guides.

A total of 27 out of 35 questionnaires distributed to the teaching staff were returned which represented 77% response rate while 73 out of the 85 questionnaires given to the students were returned. This also represented a response rate of 85%. The head teachers in some of these schools mentioned that some students and teachers preferred to disassociate themselves from the study for personal reasons. But never the less a return rate of 77% is sufficient enough for a cross sectional study (Sekaran, 2003)

All the 4 head teachers in the four Secondary schools were interviewed and 2 out the 3 District education officials were also interviewed. 4 schools out of the 38 schools in the parishes that make up Nsangi sub-county were considered. The 4 selected schools represented 10% of the accessible population which is representative enough for descriptive studies, (Gay as cited by Mugenda and Mugenda 1999). Besides most private

secondary schools face similar challenges, therefore there was homogeneity of the population which allowed the researcher to pick a relatively small population. Pearson correlation and regression analysis were used to determine the strength, nature and direction of the relationship between the dependent variable (Quality of education) and the independent variables (Infrastructural facilities, Admission criteria, Leadership styles and Staffing).

#### 4.1.0 Background information of the respondents

Section A of the research instrument sought data on the demographic characteristics of the respondents. This included the information about the selected schools of the respondents, their gender, PLE grades and highest level of education qualifications for staff.

**Table 2 showing categories of schools involved in the study:**

School	Category	Level	Sex classification
A	Boarding	Ordinary &Advanced (O&A)	Mixed
B	Day and boarding	O&A Level	Mixed
C	Day	O&A Level	Mixed
D	Day and boarding	O Level	Mixed

School A is basically a boarding secondary school with both Ordinary and advanced levels and mixed as well, (Boys and girls). School B is a day and boarding secondary school, with O and A level and also mixed. School C is Day with O & A level and also mixed. School D is day and boarding with only Ordinary level and mixed. The above

categories represent a fairly balanced scenario which implied that all the various categories of schools were well represented. Notably though is the conspicuous absence of single sex schools. Proprietors of private schools are usually hesitant in starting single sex schools which on the other hand are common in Government aided schools. It should be noted that a majority of government aided schools were founded by missionaries or churches that followed a strict moral conduct and strongly believed that boys and girls could study well in an environment where they were not mixed. However the desire for profits does not motivate proprietors of private schools to establish such schools since their motive is to make wider diversification to cater for all categories of students and parents in order to maximize returns.

#### 4.1.1 Gender (students)

The table below shows the gender distribution of the respondents, the students in particular.

**Table 3 Showing gender of students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	39	53.4	54.2	54.2
	Male	33	45.2	45.8	100.0
	Total	72	98.6	100.0	
Missing	System	1	1.4		
Total		73	100.0		

As far as gender is concerned out of the 73 respondents 33 were males while 39 were females giving us 45.2% and 53.4% respectively. This gives an interesting development concerning gender balance which seems to be in favor of female students as compared to

male students. While for quite some time there has been a gender imbalance as regards the education of girls and boys, this seems to be changing in the recent times probably due to the changed perceptions of the parents towards educating the girl child.

#### 4.1.2 PLE Grades of students

**Table 4 Showing grades of students.**

The table below shows the various PLE grades of S3 and S4 students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 1	46	63.0	63.9	63.9
	Grade 2	25	34.2	34.7	98.6
	Grade 3	1	1.4	1.4	100.0
	Total	72	98.6	100.0	
Missing	System	1	1.4		
Total		73	100.0		

Considering the PLE grades, out of the 73 students that responded 46 got division one in their PLE making 63.0%, 25 got division two making 34.2% while 1 got division three making 1.4%. The table showed that there was considerable percentage of students who scored Grade 1 in their PLE. This implied that relatively good students are admitted in private schools and probably this could give them a competitive edge with the government aided schools.



#### 4.1.3. Education qualifications of the teachers.

The table below shows the education qualifications of the teachers

**Table 5 Showing education qualifications of the teachers.**

		Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade V	6	6.0	6.1	6.1
	Graduate trained	17	17.0	17.3	23.5
	Graduate untrained	2	2.0	2.0	25.5
	N/A	73	73.0	74.5	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

According to the table, the bulk of the teaching staff- 17.3% were graduate trained teachers an indication that most teachers have endeavored to upgrade their qualifications a factor that may have so much impact on the quality of education. However, 6.1% of the teachers were Grade V while 2% were Graduate untrained. This implied that a bulk of the teaching staff was qualified enough to meet the academic demands of their schools.

#### 4.2.0. Study objectives.

##### 4.2.1. Influence of infrastructural facilities on the quality of education

The objective of this section of the study was to analyze the influence of infrastructural facilities on the quality of education. This questionnaire was answered by both the students and teachers. Questions in section A of the questionnaire were analyzed, discussed and interpreted as shown below.

**Table 6: Questions and responses on infrastructural facilities and the quality of education:**

	Valid % And frequency Strongly Agree	Valid % And frequency Agree	Valid % And frequency No comment	Valid % And frequency Disagree	Valid % And frequency Strongly disagree
School has adequate classrooms	47.0 (47)	38.0 (38)	2.0 (2)	10.0 (10)	3.0 (3)
Classrooms are spacious	36.7 (36)	28.6 (28)	2.0 (2)	23.5 (23)	9.2 (9)
Library is well stocked with current text books.	8.2 (8)	27.6 (27)	9.2 (9)	25.5 (25)	29.6 (29)
Library is accessible to staff and students	20.2 (20)	30.3 (30)	5.1 (5)	31.3 (31)	13.1 (13)
Laboratories are well equipped with apparatus.	24.5 (24)	39.8 (39)	10.2 (10)	16.3 (16)	9.2 (9)
Dormitories are adequate	53.0 (53)	19.0 (19)	6.0 (6)	16.0 (16)	6.0 (6)
Dinning hall is available and adequate.	31.3 (31)	22.2 (22)	3.0 (3)	22.2 (22)	21.2 (21)

The students and the teachers were asked if their schools had adequate class rooms and from the above table 85% agreed, 2% had no comment while 13% disagreed. According to the responses above there were adequate classrooms in the schools to facilitate the teaching process .However when the researcher went to school C and D to physically verify this there was a glaring contradiction and there was enough evidence that class rooms were not enough as structures were squeezed and in some instances students that were not occupied by the lessons were standing on the verandahs and sitting under trees. Further analysis of the availability of classrooms indicated that 65.3% agreed that

classrooms were spacious while 32.7% disagreed. This demonstrates the fact that prior to the earlier notion that most private schools are inadequately facilitated, the responses above indicates a different situation when it comes to infrastructural availability. However, availability of classrooms seemed to contrast sharply with the availability of a well stocked library .The students' and the teachers' responses to whether libraries in their schools were well stocked gave an impression that some effort was required to ensure improvement in this area. For stance 35% agreed that the library in their school was well stocked, 9.0% had no comment while 55.1% disagreed. This indicates a scenario that these private schools don't invest much in stocking their libraries a factor which might grossly affect the quality of education.

However accessibility of the library to staff and students was possible as indicated by the responses even though the libraries were inadequately stocked.50.5% agreed that the library in their school was accessible to both staff and students, 5.1% had no comment while 44.4% disagreed. In fact when the researcher interviewed the head teacher of school C he was honest and revealed that their library had only a few copies. The students and teachers categorically put it that often they visit the school library only to be frustrated by the absence of the relevant materials and books. Surprisingly when the respondents were asked whether the laboratories were well-equipped with enough apparatus, the majority tended to agree i.e. 64.3% agreed, 10.2% were non committal while 25.5% disagreed. This indicates an encouraging trend towards the availability of well stocked laboratories in these private schools contrary to wide held views that such infrastructure lacks. But on interviewing one of the head teachers for school B she revealed to the researcher that the school was in the process of upgrading its infrastructure and they only had 2 operational laboratories for both O and A level which

caused shortages of space and often times teachers were forced to make demonstrations in the classes. However the researcher noted an encouraging quest for continuous improvement in upgrading their infrastructure. Further more, the respondents were still asked whether the dormitories were adequate and 72.0% agreed, 6.0% had no comment while 22% disagreed. However when the researcher went on the ground to verify the this, it was found that in some schools much as the such dormitories were available, there was a challenge of spacing and demarcating the boys' and girls dormitories which was likely to cause social problems. This was a result of lack of room for expansion as most of the buildings appeared to be so congested. Related to this, the respondents were also asked whether they had dinning halls in their schools that were adequate, 53.5% agreed, 3.0% were non committal while 43.4% disagreed. The researcher also asked a specific set of questions to teachers again to capture the influence of infrastructural facilities on the quality of education.

**Table 7 showing questions and responses of teachers on infrastructural facilities and the quality of education:**

	Valid% And frequency Strongly Agree	Valid% And Frequency Agree	Valid % Frequency No comment	Valid% and Frequency Disagree	Valid% and Frequency strongly disagree
Laboratory is well-accessed by teachers and students	9.0 (9)	4.0 (4)	5.0 (5)	6.0 (6)	2.0 (2)
Football field is adequate and used	10.0 (10)	8.0 (8)	3.0 (3)	4.0 (4)	2.0 (2)
Netball field is adequate and used	3.0 (3)	10.0 (10)	6.0 (6)	5.0 (5)	2.0 (2)
Basketball court is adequate and used	7.0 (7)	5.0 (5)	4.0 (4)	4.0 (4)	7.0 (7)
Indoor games' facilities are available	1.0 (1)	9.0 (9)	4.0 (4)	5.0 (5)	7.0 (7)

The teachers were asked if the laboratories were well accessed by teachers and students and from their responses 13.0% agreed, 5.0% had no comment while 8.0% disagreed. Further analysis of infrastructural facilities indicated that 18.0% of teachers agreed that the foot ball field is adequate and used by the teachers, 3.0% had no comment while 6.0% disagreed. The above results imply that most schools pay attention to the foot ball fields and endeavor to establish them in their schools but close observation indicated that only school A and B visibly had foot ball fields while in school C and D there was no trace of a playing field at all. It was still an issue of space that made it impossible for the proprietors of these schools to establish foot ball fields. This is in agreement with one

education official at the sub county who had no kind words for some proprietors of these private schools and said that “*School directors are in a rush to start up schools often renting incomplete structures with no documented plans and such vital facilities like compounds*” For the netball field 13.0% of the teachers agreed that it was adequate and used, 6.0% had no comment while 7.0% disagreed. Again 12.0% of the teachers agreed that a basket ball court was adequate and used, 4.0% had no comment while 11.0% disagreed. From the observations it was notable that most schools had at least a net ball court probably due to the fact that compared to the foot ball field, it consumes less space and hence it was afforded by most schools. However for the basket ball court, it only existed in school A. For indoor games 10.0% of the teachers agreed that they were available in their schools, 4.0% had no comment while 12.0% disagreed. This clearly reveals that most schools don’t pay particular attention to such facilities yet they also form an important component of the school infrastructure.

The researcher was more so interested in knowing the teachers responses on the degree to which availability of infrastructural facilities influenced the quality of education. So this was posed to the teachers and the majority of them agreed that indeed availability of infrastructural facilities has an influence on the quality of education as shown in the table below.

**Table 8 showing teachers’ responses on the influence of infrastructural facilities on the quality of education.**

	Valid% and frequency Strongly Agree	Valid% and frequency Agree	Valid% and frequency No comment	Valid% and frequency Disagree	Valid% and frequency Strongly Disagree
Availability of infrastructure influences the quality of education	18.0 (18)	5.0 (5)	2.0 (2)	2.0 (2)	2.0 (2)

The table indicated that 23.0% of the teachers indeed agreed that availability of infrastructural facilities influence the quality of education, 2.0% had no comment while 2.0% disagreed. This revealed how strongly teachers felt on the influence of infrastructural facilities in schools and how they impacted on the quality of education. Indeed when the researcher interviewed the head teachers it was found that all of them consented that infrastructural facilities influenced the quality of education. In reference to infrastructural facilities one head teacher of school A revealed that *“with infrastructures say laboratories, students can have access to as many practicals as possible. They can also always go to the Library for research which enhances their academic standards”*

Ascertaining the availability of such facilities in the private secondary schools was not imperative enough until their effect on the quality of education was put into context. Hence the researcher found it necessary to statistically prove the degree and relationship between infrastructural facilities and the quality of education and this was measured using the Pearson correlation and regression analysis.

#### 4.2.2. Hypothesis

To establish the influence of infrastructural facilities on the quality of education in private secondary schools in Nsangi sub-county, Wakiso district, the researcher was guided by the following null hypothesis; there is no relationship between infrastructural facilities and the quality of education in private secondary schools in Nsangi Sub County, Wakiso district.

**Table 9. Correlation matrix for infrastructural facilities and quality of education.**

#### Correlations

		Infrastructural Facilities	Quality of education
Infrastructural Facilities	Pearson Correlation	1	.311**
	Sig. (2-tailed)	.	.002
	N	100	100
Quality of education	Pearson Correlation	.311**	1
	Sig. (2-tailed)	.002	.
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The results indicate that the correlation coefficient is 0.331\*\* and its significance level is 0.002. This implies that there is a significant positive relation between availability of infrastructural facilities and the quality of education. The results hence support the alternate hypothesis and reject the null hypothesis. This therefore emphasizes the fact that infrastructural facilities greatly contribute to the quality of education in private secondary schools in Nsangi sub-county, Wakiso district. A Regression analysis was further done to determine the strength, nature and direction of the relationship between infrastructural facilities and the quality of education as illustrated below:



**Regression of infrastructural facilities on the quality of education using SPSS program.**

**Table 10: Model Summary (b)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311(a)	.097	.088	.64091

a. Predictors: (Constant), Infrastructural Challenges

b. Dependent Variable: Quality of Education

The coefficient of determination (adjusted R square) value is .088, which indicates that infrastructural facilities explain 8.8% variations in the quality of education in private secondary schools Nsangi sub-county, Wakiso district.

**Simple regression analysis coefficients on infrastructural facilities and the quality of education.**

**Table 11. Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.817	.184		9.879	.000
	Infrastructural Challenges	.225	.069	.311	3.241	.002

a Dependent Variable: Quality of Education

The standardized coefficient indicates that a unit increase in infrastructural facilities improves the quality of education by 31.1% (.311) when considered as a single factor. This implies that the more the infrastructural facilities improve by some margin or percentage, the same margin is realized in the quality of education and vice versa.

**4.3.0. Relationship between admission criteria and the quality of education:**

The objective of this section of the study was to find out the relationship between admission criteria and quality of education. Questions in section B of the questionnaire were analyzed, discussed and interpreted as shown below. These set of questions were subjected to both students and teachers.

**Table 12: Questions and responses on admission criteria and the quality of education:**

	Valid % and frequency Strongly agree	Valid % and frequency Agree	Valid % and frequency No comment	Valid % and frequency disagree	Valid % and frequency Strongly disagree
School pays attention to quality at admission	23.2 (22)	40 (38)	10.5 (10)	21.1 (20)	5.3 (5)
Students admitted with grade one do well in O-level exams.	27.0 (27)	31.0 (31.0)	14.0 (14)	18.0 (18)	10.0 (10)
Teachers are concerned about quality of grades admitted	21.0 (21)	38.0 (38)	15.0 (15)	17.0 (17)	9.0 (9)

The findings indicated that private schools paid attention to the quality of grades admitted. For stance 63.2% of the respondents agreed that indeed their schools were keen on the quality of grades, 10.5% were not sure, while 26.4% disagreed. These findings indicate that most private schools strive to mind so much about the quality of grades they admit in their schools only that they are limited by factors beyond their own control. Probably such a trend is explained by the presence of some elite private schools in Nsangi sub-county who try to admit relatively quality students in a bid to raise stakes with the government aided schools. However, in her analysis of the challenges of encountered in maintaining quality education, the head teacher of school B mentioned that often times they get Universal Primary Students (UPE) who are not first grade materials and glaringly half baked. This seemed to contradict the above findings that schools paid attention to the quality of grades during admission. However the researcher noticed that much as the head teachers desired to admit quality grades in their schools,

the situation seemed to be far beyond their control. Indeed the head teacher of school B put it more clearly when she said that, “many *times we find ourselves in a compromising situation and hence we fail to admit the “cream”*. The respondents were also asked to give their opinions as to whether students admitted with grade one in PLE tended to do well in their O-level exams and the majority agreed to this. For stance 58% agreed, 14% were not sure, while 28% disagreed. This indicates to the fact that the respondents new the importance of quality grades and their effect on the overall quality of education. When respondents were asked whether the teachers were concerned about the quality of grades admitted, the majority agreed. 59% agreed that indeed teachers were concerned, 15% had no comment, while 26% disagreed.

The researcher was also interested in knowing whether the majority of students joined their schools with grade one in PLE and students’ responses were that majority disagreed which further cast a doubt that schools in Nsangi Sub County were concerned about the quality of grades they admit.

**Table 13: Questions and responses of students on admission criteria and the quality of education.**

	Valid% and frequency Strongly Agreed	Valid% and frequency Agree	Valid% and frequency No comment	Valid% and frequency Disagreed	Valid% and frequency Strongly disagreed
Majority of students enter with PLE grade one	5.0 (5)	17.0 (17)	11.0 (11)	27.0 (27)	13.0 (13)

The table above revealed that 22.0% of the students agreed that the majority of the students are admitted in their schools with a grade one in PLE, 11.0% had no comment while 40.0% disagreed. For stance a look at the admission list of school A for 2007

indicated that there were a considerable percentage of students who were admitted with division 2 in PLE. An analysis of 2007 S1 admission forms revealed that 80 students were admitted with Division one while a considerable number of 63 students were admitted with Division 2.

The researcher also specifically asked the teachers whether the quality of students' PLE grades affect the quality of education and the table below shows how the teachers responded.

**Table 14: Questions and responses of teachers on the effect of students' PLE grades on the quality of education:**

	Valid% and frequency Strongly Agree	Valid% and frequency Agree	Valid% and frequency No comment	Valid% and frequency Disagree	Valid% and frequency Strongly disagree.
Quality of students' PLE grade affect the quality of education	10.0 (10)	12.0 (12)	1.0 (1)	3.0 (3)	1.0 (1)

From the above table 22.0% of teachers agreed that the quality of students PLE grades affect the quality of education, 1.0% had no comment while only 4.0% disagreed. An analysis of 2009 O-level results of school A revealed that when it comes to academic performance this may not necessarily be true as they was a considerable number of students who were admitted with Division one but failed to maintain it in O-level. For stance only 35 students who were admitted with a Division 1 in PLE maintained it in O-level results, while 54 students who were admitted with Division one in PLE failed to get Division 1 one in their O-level exams. Surprisingly there was one student who was admitted with Division 2 in PLE and got Division one in O-level. This tends to contradict

the responses of the teachers on the effect of students' PLE grades on the quality of education.

#### 4.3.1. Hypothesis

To establish the effect of admission criteria on the quality of education in private secondary schools in Nsangi sub-county Wakiso district, the researcher was guided by the following null hypothesis; Admission criteria does not affect the quality of education in private secondary schools in Nsangi sub-county, Wakiso district.

**Table 15: Correlation matrix for Admission Criteria and the quality of education:**

**Correlations:**

		Admission Criteria	Quality of education
Admission Criteria	Pearson Correlation	1	-.166
	Sig. (2-tailed )	.	.099
	N	100	100
Quality of education	Pearson Correlation	-.166	1
	Sig. (2-tailed)	.099	.
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The table above shows that admission criteria do not affect the quality of education. The relationship explains a negative direction with a correlation coefficient of -0.166 and its significant level 0.099. There fore the null hypothesis was retained and the alternate hypothesis was rejected.

**Regression of admission criteria on the quality of education.**

**Table 16. Model Summary(b)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.166(a)	.027	.018	.66504

a Predictors: (Constant), Admission Criteria

b Dependent Variable: Quality of Education

The coefficient of determination (adjusted R square) value is 0.018, this showed that admission criteria explained just 1.8% variations in the quality of education in private secondary schools in Nsangi sub-county Wakiso district.

**Simple regression analysis coefficients on admission criteria and the quality of education.**

**Table 17. Coefficients (a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.677	.193		13.864	.000
	Admission Criteria	-.115	.069	-.166	-1.664	.099

a Dependent Variable: Quality of Education

The regression indicated a negative relationship between admission criteria and the quality of education with an unstandardized coefficient of -0.115 and a standardized coefficient of -0.166.

#### 4.4.0. Influence of leadership style (Democratic style) on the quality of education:

The objective of this section was to examine the influence of leadership style on the quality of education in private secondary schools in Nsangi sub-county, Wakiso District. Questions in sections C1, C2 and C3 were analyzed, discussed and interpreted. Below is the table of the questions and the responses obtained.

**Table18: Questions and responses on Leadership style and the quality of education, (Democratic style)**

	Valid and frequency Strongly Agree %	Valid and frequency Agree %	Valid and frequency No comment %	Valid and frequency Disagree %	Valid and frequency strongly Disagree. %
The head teacher is approachable	63.0 (63)	21.0 (21)	5.0 (5)	5.0 (5)	6.0 (6)
The head teacher consults students and staff	35.0 (35)	31.0 (31.0)	11.0 (11)	9.0 (9)	14.0 (14)
The head teacher delegates tasks to students and staff	27.1 (26)	46.9 (45)	16.7 (16)	4.2 (4)	5.2 (5)
The head teacher commends students/staff whenever they have done well.	57.0 (57)	27.0 (27)	8.0 (8)	6.0 (6)	2.0 (2)
He/sheapologizes to students/staff when a mistake is done	48.0 (48)	22.0 (22)	17.0 (17)	4.0 (4)	9.0 (9)

The findings indicated that 84% of the respondents agreed that their head teachers were approachable, 5% had no comment, while 11% disagreed. This contradicts the widely



held belief that head teachers of most private schools used predominantly an authoritarian style and were unapproachable. When the respondents were asked whether their head teachers consulted students and staff before major decisions that affected their schools were undertaken, 66% agreed, 11% had no comment while 23% disagreed. Such a response indicates that indeed head teachers in these private schools consult teachers and students before major decisions and policies that affect the school are undertaken something that points to a democratic style of leadership. However this response contradicts one of the education official's view about consultation and clarified that “*most head teachers in private schools usually make decisions as individuals often leaving out the vital input of their teachers*” Another parameter that goes hand in hand with this style is the ability of leaders to delegate tasks to subordinates, so the researcher went ahead to ask the respondents whether their head teachers delegate duties to their staff and some times to students, the majority were in agreement. For instance an overwhelming majority of 74% agreed, 16.7% had no comment while 9.4% disagreed. Almost all head teachers agreed that they usually delegated duties to their teachers even when they did not have documentary evidence to support this. The researcher still asked the respondents to comment on whether their head teachers commended the staff and students when ever they did well and the response was that 84% agreed, 8.0% had no comment while 8.0% disagreed. Meanwhile, 70% agreed that their head teachers apologized to staff and students when a mistake is done, 17% had no comment and 11% disagreed. These findings indicate that the head teachers were using a democratic style of leadership which is crucial in the maintenance of quality education as it gives a sense of job satisfaction and worthiness to the teachers because they feel that they are part of the whole system and structure of education.

#### 4.4.1. Influence of leadership style (Authoritarian) on the quality of education:

The researcher also designed questions for the respondents to determine whether their head teachers were using an authoritarian style of leadership or not and below were the responses:

**Table 19: Authoritarian:**

	Valid % and frequency Strongly Agree	Valid % and frequency Agree	Valid % and frequency No comment	Valid % and frequency Disagree	Valid % and frequency Strongly Disagree
The head teacher acts without consulting students/staff	10.2 (10)	16.3 (16)	14.3 (14)	21.4 (21)	37.8 (37)
The head teacher does everything with out involving students/staff	8.2 (8)	11.2 (11)	9.2 (9)	34.7 (34)	36.7 (36)
He/she refuses to explain his or her actions to students /staff	3.1 (3)	8.2 (8)	21.4 (21)	28.6 (28)	38.8 (38)
S/he rarely appreciates students/staff even when they have done well	15.2 (15)	8.1 (8)	10.1 (10)	29.3 (29)	37.4 (37)
S/he criticizes and rebukes students in public	20.0 (19)	20.0 (19)	7.4 (7)	18.9 (18)	33.7 (32)
S/he doesn't recognize the role of students in maintaining quality education	7.0 (7)	3.0 (3)	5.0 (5)	20.0 (20)	38.0 (38)

The findings indicate that most respondents disagreed when they were asked whether their head teachers acted or made decisions without consulting the students and staff. From the responses, 59.2% disagreed, 14.3% had no comment while 26.5% agreed. This points to the fact most head teachers shunned the dictatorial or authoritarian style of leadership and this was also seen by their teachers and the students. Notably consultations tend to generate consensus and the teachers and students begin to see themselves as part of the school which increases performance in the long run. The findings further indicated that the majority of the respondents disagreed when the researcher asked them to state whether their head teachers did everything without involving the students and staff in the activities of the school. For instance 71.4% disagreed, 9.2% had no comment while only 19.4% agreed. This implies that indeed most head teachers involved students and staff in the activities of the school hence drifting away from the authoritarian style of leadership. But one teacher from school A gave some interesting developments on this and revealed that often times students and teachers were involved only in non financial matters and decisions and financial matters were only a preserve of school directors and head teachers. Further more the researcher found out that a minority of the respondents agreed when the researcher asked them to state whether their head teachers refuse to explain their actions to students and staff. Only 11.3% agreed that indeed their head teachers did not explain their actions to students and staff while 67.4% disagreed. But however a reasonable 21.4% had no comment and this cast doubt as to whether the head teachers were indeed accountable to their students and the teachers. But never the less, findings put to light the fact that indeed these head teachers are shunning away from an authoritative style of leadership which is usually associated with low quality education. As to whether these head teachers hardly or rarely appreciated students and staff

whenever they did well, the response was such that 66.7% disagreed, 10.1% had no comment while 23.3% agreed, indicating that often times these head teachers appreciate their students and staff when ever they have done well still an indication that they embrace a democratic style of leadership. In a typical authoritarian style of leadership often times head teachers of secondary schools tend to rebuke students and their subordinates like the teachers in public in a bid to over emphasize their authority and hence nurse their egos. Hence it was upon such back ground that the researcher found it necessary to ask the respondents whether their head teachers criticized and rebuked them in public. From the response 40% of the respondents agreed that indeed their head teachers rebuked them in public, 7.4% had no comment while 52.6% disagreed. It is notable however that a considerable percentage (40%) was convinced that their head teachers did not act professionally since they rebuked them in public and this sheds some light as to whether teachers in private schools are being treated with respect in order not to demoralize them something that may affect the quality of education. However when the researcher asked the respondents to comment on the view that their head teachers did not recognize the role of students in maintaining quality education, the majority disagreed 58% while only 10% agreed. This sheds some light to the fact a well done work was being acknowledged and recognized by the head teachers a view that strongly lends its self to the democratic style of leadership.

**4.4.2. Questions and responses on the influence of leadership style (Laissez-faire) on the quality of education.**

**Table 20: Laissez-faire**

	Valid% and frequency Strongly Agree	Valid% and frequency Agree	Valid% and frequency No comment	Valid% and frequency Disagree	Valid% and frequency Strongly Disagree
The head teacher's presence in school is casual	8.4 (8)	14.7 (14)	20.0 (19)	26.3 (25)	30.5 (29)
The head teacher hardly takes disciplinary action against students/staff	2.0 (2)	10.1 (10)	8.1 (8)	29.3 (29)	50.5 (50)
S/he leaves students/staff to do as they wish	2.0 (2)	2.0 (2)	7.1 (7)	30.6 (30)	58.2 (57)
His/her presence is not felt in the school.	2.0 (2)	5.1 (5)	8.1 (8)	11.1 (11)	

The researcher found it necessary to engage the respondents in debate that would probe whether their head teachers adopted a Laissez-faire style of leadership. However the findings strongly indicated that the head teachers, at least from what the students and teachers revealed did not rely on this style either as they carried out their duties of administering and leading these schools. For stance when the researcher asked the respondents to respond to the fact the presence of their head teachers was casual in school, 56.8% disagreed, 20.0% had no comment while 23.1% agreed. The approach of the head teacher's presence being casual in a school setting implies that such heads are

not concerned on what is taking place in their schools, often leaving every thing to their subordinates. Such a scenario in most private schools was better explained by the education officer in Nsangi sub-county as he clearly put it that “*given the profit oriented nature of most proprietors of these private schools, there is no complacency when it comes to administering such schools and often times they no rooms for inefficiency*”

Another character that would describe a typical Laissez-faire leader is the inability to firmly and objectively take disciplinary action against students and staff without compromise. So when the researchers put it to the respondents that their head teachers hardly took any disciplinary action against the staff and students, again the majority 79.8% disagreed while, 8.1% had no comment and 12.1% agreed. This probably indicates that these head teachers handled disciplinary issues with sincerity and objectively hence diverting from a Laissez-faire style of leadership. The findings further indicated that the majority of the respondents disagreed when the researcher stated to them that their head teachers leave students and staff to do as they wish, 88.8% disagreed, and 7.1% had no comment while 4% agreed. This implies that there is some form of control to these students and the staff being administered by these head teachers. Control basically means adhering to some code of conduct for the teachers and the school rules and regulations that guide the students. Indeed when the researcher visited these private schools rules and regulations were pinned on students’ notice boards but it was hard to determine whether such rules and regulations were being followed and put into practice. Further more 6.1% of the teachers agreed that their head teacher’s presence is not felt at school, 5.1% had no comment while 19.2% disagreed. The statistics serve to emphasize the fact that head teachers had a significant impact and influence in their schools and were in full control. However this contradicts what some teachers in school D revealed and said that many times head teachers are compromised when it comes to instilling strict disciplinary

measures that guide students in their schools due to the fear of losing them. Usually many students are left to do what they want so long as they paying school fess.

**4.4.3. Hypothesis:** To establish the effect of leadership style on the quality of education in private secondary schools in Nsangi sub-county, Wakiso District, the researcher was guided by the following null hypothesis: Leadership styles do not influence the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.

**Table 21: Correlation matrix for leadership style and the quality of education.**

		Leadership style	Quality of education
Leadership style	Pearson Correlation	1	.091
	Sig.(2-tailed)	.	.370
	N	100	100
Quality of education	Pearson Correlation	.091	1
	Sig.(2-tailed)	.370	.
	N	100	100

\*\* Correlation is significant at the 0.01 level (2-tailed)

From the table above, it shows that there is no significant positive relationship between leadership styles and the quality of education. Leadership style has a correlation of .091 at 0.370 level of significance which is way above 0.05. A multiple regression was also done to determine whether leadership style predict the quality of education in Nsangi sub-county.

**Regression output summary on leadership style and the quality of education.**

**Table 22: Model Summary (b)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.091(a)	.008	-.002	.67160

a Predictors: (Constant), Leadership Style

b Dependent Variable: Quality of Education

From the adjusted R-square value of -.002, leadership style predicts only 0.2% variation in the quality of education in Nsangi sub-county.

**Simple regression analysis coefficient for leadership style and the quality of education.**

**Table 23: Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.997	.425		4.694	.000
	Leadership Style	.119	.132	.091	.901	.370

a Dependent Variable: Quality of Education

From the above model, the coefficient of determination shown by B (for unstandardized coefficients) is 0.119 and Beta for standardized is 0.091. This means that for unstandardised coefficient which take into account the other factors in play show that an improvement in leadership style based factors will



improve the quality of education by 11.9%. Where as the standardized coefficient indicates that a unit improvement in leadership style based factors improves the quality of education by 9.1% when considered as a single factor.

#### 4.5.0. Relationship between staffing and the quality of education.

The objective of this section was to evaluate the influence of staffing on the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.

**Table 24: Questions and responses on staffing and the Quality of education.**

	Valid % and frequency Strongly Agree	Valid % and frequency Agree	Valid % and frequency No comment	Valid % and frequency Disagree	Valid % and frequency Strongly Disagree
Number of teachers in the school is adequate	29.0 (29)	29.0 (29)	10.0 (10)	24.0 (24)	8.0 (8)
Teachers are well qualified	40.0 (40)	24.0 (24)	21.0 (21)	9.0 (9)	6.0 (6)
Teachers perform their duties professionally	37.4 (37)	41.4 (41)	7.1 (7)	10.1 (10)	4.0 (4)
Teachers are experienced	29.0 (29)	40.0 (40)	14.0 (14)	14.0 (14)	3.0 (3)
Teachers create time for students	39.0 (39)	39.0 (39)	6.0 (6)	13.0 (13)	3.0 (3)
Teachers are concerned about quality of education	45.5 (45)	41.4 (41)	8.1 (8)	4.0 (4)	1.0 (1)

The findings indicated that the number of teachers in these private schools under the study was adequate. For instance from the table above, 58% of the respondents agreed that the number of teachers in their schools was adequate, 10% had no comment, while 32% disagreed. The results from the statistics serve to emphasize the fact that contrary to popular beliefs that most private schools are usually under staffed, the situation is

different here as most respondents are convinced that the number of their staff is adequate a factor that would have a strong impact on the quality of education. But education officials indicated that most private schools in Nsangi Sub County relied on part time teachers mainly from established government aided schools and these usually do not give adequate time to the private schools. However adequacy of teachers alone may not fully explain the quality implications until their qualifications and skills are also put into consideration. Hence on whether the teachers are qualified or not, 64% agreed that indeed the teachers in their schools are well qualified. However a significant percentage of 21% had no comment casting a doubt as to whether the teachers were really qualified while 15% disagreed. Never the less the findings indicate that private schools try to recruit qualified staff, but whether they can retain them or not also becomes a subject of contention. To support this the head teacher of school B strongly defended her staff and put it clearly that *“unlike in the past when schools used university students to teach, the tide has changed and there is no room for unqualified teachers”* Actually a number of teachers the researcher interviewed were in the process of upgrading their qualifications an indication that they considered qualifications seriously. Professionalism is another key aspect of staffing and from the statistics, 78.8% of the respondents believed that teachers perform their duties professionally, 7.1% had no comment while 14.1% disagreed. Professionalism here is based on the teachers’ adherence to the set code of ethics and conduct as per the teaching profession which in its self is measured by a number of parameters that include, how a teacher relates with his students and fellow teachers, how he/she relates with the parents, how he/she dresses among other things. There fore failure to comply to such in one or the other also compromises the quality of education. Further more the researcher was also interested in knowing the experience of the teachers which also has got an inclination on the quality of education. Experience in the teaching

profession is measured by the number of years one has in the teaching profession, the qualifications and the ability to upgrade, marking such national exams like UNEB. In relation to the experience, again the majority of respondents agreed that their teachers had the relevant and necessary experience vital to the school setting. For instance 69% agreed, 14% had no comment while 17% disagreed. However the researcher observed that all 4 private schools considered in this study had the majority of their teachers as young graduates and this may not reflect the experience. It should be noted that compared to the government aided schools that have experienced teachers, most private schools rely on fresh graduates. Again 78% of the respondents agreed that teachers created time for the students while at school by way of availing themselves for consultation while 16% disagreed. A further probe into staffing and its effect on the quality of education indicated that still 86.9% of the respondents agreed that teachers were concerned about the quality of education while just 5% disagreed. The findings serve to emphasize the fact that it's not only experience, qualifications and professionalism that characterize these teachers but their concern for quality education is also commendable.

The researcher was concerned about the teachers' ability to teach all the lessons on the time table and finished the syllabi on time as a way of measuring their commitment. So students were asked their opinions on this and their responses are shown in the table below,

**Table 25 showing students' responses on the teachers' ability to teach the entire lessons time table:**

	Valid% and frequency Strongly Agreed	Valid% and frequency Agree	Valid% and frequency No comment	Valid% and frequency Disagree	Valid% and frequency Strongly Disagree
Teachers teach all lessons on timetable and always finish syllabus on time	14.0 (14)	16.0 (16)	6.0 (6)	23.0 (23)	14.0 (14)

From the table it was also notable that the respondents were quick to point out that teachers were failing to teach all the lessons on the time table and hence finish the syllabus on time a factor that may affect the quality of education. The inability to teach all the lessons brings to light the fact that the majority of the teachers in these private schools much as they may delivering on quality education as the respondents pointed out, engage themselves in part timing teaching in a bid to raise heir inadequate incomes. The findings indicate that only 20% of the students agreed that their teachers indeed teach all the lessons and hence complete the syllabus on time while 37% disagreed. 37% of respondents disagreeing is a significant percentage and it might help to throw some light as to why the quality of education in private secondary schools tends to be low.

#### 4.5.1. Hypothesis

To establish the influence of staffing on the quality of education the researcher was guided by the following null hypothesis; staffing does not influence the quality of education in private secondary schools in Nsangi sub county, Wakiso district.

**Table 26: Correlation matrix for staffing and the quality of education.**

		Staffing	Quality of education
Staffing	Pearson Correlation	1	.195
	Sig. (2-tailed)	.	.052
	N	100	100
Quality of education	Pearson Correlation	.195	1
	Sig. (2-tailed)	.052	.
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed)

From the table, the results indicate a correlation coefficient of 0.195 and its significance level is 0.052. This implies that there is a positive relationship between staffing and quality of education. There fore the null hypothesis that staffing does not influence the quality of education was rejected and the alternate hypothesis accepted. A regression was further done to determine the strength of the relationship between staffing and the quality of education.

**Regression of staffing and the quality of education.**

**Table 27: Model Summary(b)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.195(a)	.038	.028	.66145

a Predictors: (Constant), Staffingb Dependent Variable: Quality of Education

From the regression analysis, the adjusted R square value is .028. This explains that staffing explains 2.8% of the variations in the quality of education in Nsangi sub-county. Also simple regression analysis coefficient was done to determine the extent to which staffing affect the quality of education as shown below,

**Simple regression analysis coefficient for staffing and the quality of education.**

**Table 28: Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.045	.181		11.320	.000
	Staffing	.149	.076	.195	1.967	.052

a Dependent Variable: Quality of Education

The simple regression analysis coefficient results confirmed a positive impact of staffing on the quality of education. The unstandardized coefficients show that a unit increase in staffing when put together with other factors improves the quality of education by 14.9%. The standardized coefficient (Beta) indicates that a unit

increase in staffing when considered as a single factor improves the quality of education by 19.5%. This means that the more the staffing related factors improve by some margin, the more the quality of education improves and vice-versa.

The researcher further run a multiple regression to determine which of the independent variables affected the dependent variable most and the results are shown in the table below.

**Table 29 showing a multiple regression between independent variables and the dependent variable.**

		Correlations				
		Infrastructural Challenges	Admission Criteria	Leadership Style	Staffing	Quality of Education
Infrastructural Challenges	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	100				
Admission Criteria	Pearson Correlation	.359**	1			
	Sig. (2-tailed)	.000				
	N	100	100			
Leadership Style	Pearson Correlation	.289**	.161	1		
	Sig. (2-tailed)	.004	.109			
	N	100	100	100		
Staffing	Pearson Correlation	.573**	.544**	.292**	1	
	Sig. (2-tailed)	.000	.000	.003		
	N	100	100	100	100	
Quality of Education	Pearson Correlation	.311**	.166	.091	.195	1
	Sig. (2-tailed)	.002	.099	.370	.052	
	N	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the multiple regression revealed that it was infrastructural challenges that affected the quality of education more than any other variable. The results revealed a correlation of 0.311\*\* at 0.002 level of significance.

The researcher also carried out a coefficient table of the dependent and independent variable as shown below.

**Table 30 showing coefficients between the independent variable and the dependent variable:**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.140	.496		2.297	.024
	Infrastructural Challenges	.263	.079	.364	3.312	.001
	Admission Criteria	.284	.073	.410	3.869	.000
	Leadership Style	.273	.123	.208	2.220	.029
	Staffing	.207	.093	.270	2.215	.029
R=.503		R Square=.253		Adjusted R Square =.221		F = 8.031
						Sig=0.000

a. Dependent Variable: Quality of Education

From the table above the combined effect of infrastructure, admission criteria, leadership style and staffing explain 25.3% variance in the quality of education and they are all significant predictors of the quality of education.



## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0.0. Introduction:

The research set out to analyze the institutional challenges of maintaining quality education in selected private secondary schools in Wakiso district. It had four study objectives all of which were achieved. It also had four study hypotheses two of which were substantiated.

#### 5.1.0. Discussions:

##### 5.1.1. The influence of infrastructural facilities on the quality of education.

The null hypothesis that infrastructural facilities do not affect the quality of education in private secondary schools in Nsangi sub-county, Wakiso District was rejected hence supporting the alternate hypothesis. The degree, direction and nature of relationship between infrastructural facilities and the quality of education was measured using correlation and regression analysis. A correlation coefficient of 0.331\*\* at significance 0.002 level was got. From the regression analysis, infrastructural facilities explained only 8.8% variation in the quality education in Nsangi sub-county, hence the results were statistically significant.

Therefore basing on the findings, there was a strong relationship between availability of infrastructural facilities and the quality of education. For instance Buckley (2004) asserts that the quality of school buildings affects the quality of teachers' ability to teach, teacher morale and teacher safety. For Hammack (1990) as cited by Mashate (2008), classroom structures and buildings create a positive academic environment climate and they raise students' self esteem, reduce alienation and delinquency. One education officer made it

clear that “*some private secondary schools do not perform to their expectations because they lack the desired facilities*”. Indeed the researcher found out that in school C and D, infrastructural facilities were lacking save for the basic ones. But visibly these schools did not have enough class rooms, playing fields, laboratories, dinning halls as well as enough dormitories even when they emphasized that were providing boarding facilities. This breeds disciplinary challenges especially in mixed schools where dormitories for girls and boys are not separated by reasonable distances. The researcher’s observation was that these schools are established on small pieces of rented premises which do not allow room for expansion. So even where proprietors of such schools desire to improve on the facilities often times they are limited by space.

In his submission in the support of the above Kochahar (2000) asserted that the physical facilities contribute a lot to the general atmosphere of the school and notes that healthy surroundings, good sanitary arrangements, adequate library and reading materials, classroom facilities, special room for the different subjects, common room etc will keep students busy and away from indiscipline. Votz and Valenzuela (1993) as cited by Muguluma (2004) also established a positive relationship between infrastructure including not only buildings but also furniture and access to electricity or water to academic performance in a survey carried out in Latin America. In his submission the director of secondary education, Dr Yusuf Nsubuga noted that there are several stunted schools and experts attributed the situation to poor infrastructure, harsh environment and low morale for teachers among others. He added that most private schools find science facilities costly and end up concentrating on arts subjects, New Vision January 2010.

### **5.1.2. The relationship between admission criteria and the quality of education:**

The null hypothesis stated that admission criteria do not affect the quality of education in private secondary schools in Nsangi sub-county, Wakiso District. The results rejected the alternate hypothesis and supported the null hypothesis. Pearson's product-moment correlation coefficient was used to measure the degree, nature and direction of relationship between admission criteria and the quality of education. A correlation coefficient of -0.166 at 0.099 level of significance was obtained and admission criteria contributed only 1.8% variations in the quality of education. This implies that admission criteria do not contribute to the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.

Such findings only serve to compliment a school of thought, that some times what is important is the availability of inputs that can work on the raw materials to transform them into better quality finished products. This argument poses serious challenges as to whether school authorities ought to pay much attention to the admission criteria as a bench mark for measuring school quality. However admission criteria and its impact on the quality of education is a contentious phenomena in that one of the factors that explains the excellent performance of the established government aided schools is their ability to take the best students during the selection process leaving the average and poor PLE students to private schools. Kibuka (1992) argues that the examination results of most private schools have remained not comparable to those of their counter parts the government aided schools mainly because they take rejects. Indeed most teachers in private secondary schools strain so much in polishing students who are admitted with poor grades in a bid to turn them into super grades yet their counter parts in the established government aided schools find teaching easy because often times they are

dealing with students who are already polished. However there are also several instances where this status-quo is defied. This advances a school of thought that what some times matters is not so much the quality of inputs but the process that transforms those inputs into better out puts. Indeed findings of this study revealed that there was no relationship whatsoever between admission criteria and the quality of education.

### **5.1.3. The relationship between leadership style and the quality of education:**

The null hypothesis stated that leadership styles do not influence the quality of education in private secondary schools in Nsangi sub-county, Wakiso District. The results rejected the alternate hypothesis and supported the null hypothesis. Pearson's Product- Moment correlation coefficient was again used to measure the degree, nature and relationship between leadership styles and the quality of education. A correlation coefficient of 0.091 at 0.370 level of significance was obtained. This implies that leadership styles have no significant impact on the quality of education in private secondary schools in Nsangi sub-county, Wakiso District.

These findings however are in sharp contrast with how school heads view themselves as regards leadership styles. In emphasis of how leadership styles affect the quality of education, one head teacher put it that "*we are some times constrained and our hands are tied at the back by the policies which are pre-determined by the management of which we don't have control*". This implies that in most cases it is the authoritarian style of leadership rather than the democratic style that is so much relied on in private secondary schools. Another head teacher put it better when he revealed that "*the director sees things differently and often creates a situation where every one feels insecure*". But such a scenario can not achieve the intended objectives. Kangavve (2006) asserts that heading a

school can not be achieved through “bossing” every one around or leaving it “to whom it may concern”. He adds that one’s style must be found acceptable and representative of the interests of the students, teachers, parents and stakeholders. However it was also noted that one may not rely only on one style of leadership as different situations require different styles, so for those Institutions where there is a certain degree of complacency and taking things for granted, an authoritarian style is required while where team work and togetherness is deemed necessary, then a democratic style is called for.

#### **5.1.4. The relationship between staffing and the quality of education:**

The null hypothesis stated there is no relationship between staffing and the quality of education in private secondary schools in Nsangi sub-county, Wakiso District. The results supported the alternate hypothesis and rejected the null hypothesis. The degree, nature and direction of the relationship between staffing and the quality of education were measured using Pearson’s Product Moment correlation coefficient. A correlation coefficient of 0.195 at significance level of 0.052 was got. From the regression analysis, staffing explained only 2.8% variation in the quality of education in Nsangi sub-county. Hence the results were statistically significant. Therefore basing on the findings, there was a relationship between staffing and the quality of education in Nsangi Sub County. These findings are consistent with Gagne (1916) as sighted by Olupot (2008) who pointed out that the responsibility of learning lies squarely on the shoulders of the instructor in this case the teaching staff, such that when proper instructional events and conditions are provided, then the student learns.

## **5.2.0. Conclusion:**

### **5.2.1. The relationship between availability of infrastructural facilities and the quality of education.**

From the findings, the researcher concluded that there was a positive significant relationship between availability of infrastructural facilities and the quality of education. From the regression analysis, infrastructural facilities explained only 8.8% variation in the quality of education in Nsangi sub-county, hence the results were statistically significant. Indeed almost all the head teachers that were involved in this study indicated that the quality of education in their schools would tremendously improve if directors and owners of these private schools paid adequate attention to the infrastructure that aids learning. However there was a risk of the directors of these schools only capitalizing on facilities that are purely academic forgetting that other facilities especially those of extra-curricular also play a cardinal role in maintaining quality education.

### **5.2.2. The relationship between Admission Criteria and the quality of education.**

Admission criteria was found to have a negative relationship on the quality of education hence admission criteria does not contribute to the quality of education in private secondary schools in Nsangi sub-county in Wakiso District. This contradicts a long held view which attributes the poor quality of education in private secondary schools to the poor quality of grades they admit at O-level. Indeed the press some times over glorifies the government aided schools in line with the admission criteria. For instance according to the New Vision (2008), top secondary schools had maintained stiff entry marks for Senior one leaving out hundreds of candidates not admitted to schools of their choice. The argument that is often advanced here is that schools have the ability to transform the

student with average PLE grades to superstars given the right teachers, adequate infrastructure and a positive academic environment.

### **5.2.3. The relationship between Leadership styles and the quality of education.**

Leadership style was found to have no relationship on the quality of education hence leadership style does not contribute to the quality of education in private secondary schools in Nsangi sub-county. Surprisingly it was found that a considerable positive impact on the quality of education would be attained if only school authorities paid more attention to leadership aspects and hence dwell on only those that would enhance team work, sense worthiness, and motivating staff and students in order to attain the quality education objectives.

### **5.2.4. The relationship between staffing and the quality of education.**

Staffing was found to have a relationship with the quality of education in private secondary schools in Nsangi sub-county. This finding is consistent with the findings of Gagne (1916) as sighted by Olupot (2008), that the responsibility of learning lays squarely on the shoulders of the instructor in this case the teaching staff, such that when proper instructional materials and conditions are provided, then the student will learn. Therefore the availability of qualified staff is a cornerstone in education performance and so often the poor quality of education in private secondary schools is attributed to absence of a fully committed and qualified staff.

### **5.3.0. Recommendations**

#### **5.3.1. Availability of infrastructural facilities and the quality of education:**

1. There was need to emphasize to the school authorities to pay more attention to the academic and non academic infrastructural facilities to develop a holistic approach to the changing trends in the education sector.
2. The parents should also be emphasized on the role played by such infrastructure in a school setting to avoid a possibility of non-compliance to the school's most crucial aspect.

#### **5.3.2. Admission criteria and the quality of education:**

1. There should be other criteria of admission to be used hand in hand with the academic grades. This is because a lot of emphasis has been put on grades as the only way of assessing competent students to be admitted and so often those students with excellent grades have been out challenged by those with average grades. In any case schools authorities should also capture other non academic aspects as they admit students to their schools.
2. The assessment body (UNEB) should devise other complimentary means of assessment other than relying on academic grades. However UNEB has been in the process of revising its curriculum and subjects like physical education have been implemented. Such complimentary ways of assessment would go a long way in breaking the dominancy of education grades as a benchmark for admission.
3. School authorities need to keep a clear track record of academic progress of the students they admit to carefully correlate the grades admitted at Senior one and the grades got at O-level (S4) plus those at A-level (S6).



### **5.3.3. Leadership style and the quality of education:**

1. Much as the study found no relationship between leadership style and the quality of education should be a clear demarcation between school directors or the proprietors and the school administration and their roles should be clearly set out to avoid overlapping and confusion.
2. There is a need to combine the 3 leadership styles depending on the different circumstances since they all compliment each other in a school setting.
3. School leaders should integrate well with the external stake holders like the parents, Ministry of education, examination bodies like UNEB etc, for proper policy implementation and evaluation.

### **5.3.4. Staffing and the quality of education:**

1. Teachers should implement a holistic approach that embraces all the aspects of quality education. They should avoid a tendency of only emphasizing the academic aspect.

### **5.4.0 Suggested areas for further study.**

1. The study can be replicated in another region.
2. It is recommended that a study be carried out to establish the role of parents' contribution to the attainment of quality education.

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and Caribbean region.





<b>STATEMENT</b>					
<b>SECTION A (Infrastructural challenges)</b>					
1. This school has adequate class rooms.	1	2	3	4	5
2. The class rooms are spacious.	1	2	3	4	5
3. The library is well stocked with current books.	1	2	3	4	5
4. The library is accessible to all students and members of staff.	1	2	3	4	5
5. Laboratories are well stocked with science equipment and other apparatus.	1	2	3	4	5
6. The dormitories are adequate.	1	2	3	4	5
7. The dining hall is available and adequate.	1	2	3	4	5
8. Co-curricular facilities are available.	1	2	3	4	5
<b>SECTION B (Admission criteria)</b>	1	2	3	4	5
1. This school pays particular attention to the quality of grades that are admitted in this school.	1	2	3	4	5
2. The majority of students who enter in this school on admission have division one in their PLE.	1	2	3	4	5
3. Those students who are admitted to this school with division one in PLE end up doing well in their O-level exams.	1	2	3	4	5
4. The teachers in this school are concerned about the quality of grades that are admitted.	1	2	3	4	5
<b>SECTION C1 (Leadership style-Democratic)</b>					
<b>Choose the answer that best describes the head teacher of your school.</b>					

1. The head teacher is approachable.	1	2	3	4	5
2. The head teacher consults and gets views of students before making major decisions that affects the school.	1	2	3	4	5
3. The head teacher delegates tasks and duties to the students.	1	2	3	4	5
4. The head teacher commends students whenever they have done well.	1	2	3	4	5
5. The head teacher always apologizes to students when ever a mistake is done.	1	2	3	4	5
<b>SECTION C2 (Authoritarian)</b>					
6. The head teacher usually acts without consulting students.	1	2	3	4	5
7. The head teacher does everything on his own without involving students.	1	2	3	4	5
8. The head teacher refuses to explain his or her actions to the staff.	1	2	3	4	5
9. The head teacher rarely appreciates students whenever they have done well.	1	2	3	4	5
10. The head teacher forces students to do as he/she wants.	1	2	3	4	5
11. The head teacher criticizes students and rebukes them in public.	1	2	3	4	5
12. The head teacher does not recognize the role of students in maintenance of quality education.	1	2	3	4	5
<b>SECTION C3 (Laissez-faire)</b>					
13. The head teacher's presence in the school is just casual.	1	2	3	4	5
14. The head teacher hardly takes any disciplinary action	1	2	3	4	5

against students even when Cleary they are in the wrong.					
15. The head teacher leaves students to do and act as they wish.	1	2	3	4	5
<b>SECTION D (Staffing)</b>					
1. The number of teachers in this school is adequate.	1	2	3	4	5
2. Teachers in this school are well qualified.	1	2	3	4	5
3. Teachers in this school do their duties professionally.	1	2	3	4	5
4. Teachers are well experienced.	1	2	3	4	5
5. Teachers in this school create time for their students.	1	2	3	4	5
6. Teachers are concerned about the quality of education.	1	2	3	4	5
7. Teachers teach all the lessons on the time table and always finish the syllabus on time.	1	2	3	4	5
<b>SECTION E (Quality of education)</b>					
1. In this school exam grades (UNEB, O-level) are good in terms of Division one.	1	2	3	4	5
2. The discipline of students in this school is commendable.	1	2	3	4	5
3. The completion rate of lower secondary (O-level) by students is high.	1	2	3	4	5
4. Students always participate in co-curricular activities like games and sports, music, dance and drama.	1	2	3	4	5
5. Students in this school usually participate in general administration of the school.	1	2	3	4	5

## INTERVEIW GUIDE FOR STUDENTS.

**This part of the questionnaire involves some open-ended questions, which you can briefly answer in the following spaces provided.**

1. What do you understand by quality education? -----

-----

-----

-

2. What would you consider as the indicators of quality education?-----

-----

-----

3. How would you rate the quality of exam grades at O-level? -----

-----

4. What are some of the facilities that aid learning in this school? -----

-----

5. Which facilities that aid learning are missing?-----

-----

-----

6. Can you mention the facilities for co-curricular activities that exist in this school?

-----

-----

-----

7. How would you rate the quality of students that are admitted in this school? -----

-----

-

8. Do you think that those students who are admitted with with good grades in PLE end up doing well in their UCE exams? -----

-----  
-----

9. How would rate your teachers basing on the way they carry out their duties? -----

-----  
-----

10. Do you think the experience of the teachers affects the quality of education? -----

-----

**Thank you for your cooperation:**

## QUESTIONNAIRE FOR STUDENTS

Dear respondent,

You have been selected to participate in this study that seeks to analyze the challenges of maintaining quality education in private secondary schools in, Nsangi sub-county, Wakiso District of Uganda. The study is being undertaken as a partial fulfillment of the requirements of a Masters Degree in Management studies at Uganda Management Institution (UMI), Kampala. It is hoped that at the end of the study recommendations shall be made concerning the Improvement of quality of education in private secondary schools in Nsangi sub-county.

### GENERAL INFORMATION.

i) Name of school-----

ii) Sex: Male ( ) Female ( )

iii) Qualification -----

Grade V ( ) Graduate trained ( )

Graduate untrained ( )

Any other specify -----

**Instructions:** In each of the sections below, tick or circle the number that best indicates your opinion on the questions by using the following scale. The numbers represent the following responses.

**1-Strongly Agree**

**2-Agree**

**3-No Comment**

**4-Disagree**

**5-Strongly Disagree**

<b>STATEMENT</b>					
<b>SECTION A (Infrastructural challenges)</b>					
1. Class rooms are adequate in this school.	1	2	3	4	5
2. Class rooms are spacious.	1	2	3	4	5
3. The laboratory is well equipped with apparatus.	1	2	3	4	5
4.The laboratory is well accessed by teachers and students	1	2	3	4	5
5. The library is well stocked with current textbooks.	1	2	3	4	5
6.The library in this school is adequately used by students and teachers	1	2	3	4	5
7. Other facilities like dining hall, dormitories, toilets, bathrooms etc are adequate for all students.	1	2	3	4	5
8. The football field is adequate and used by students.	1	2	3	4	5
9. The netball field is adequate and used by students.	1	2	3	4	5
10.The basketball court is adequate and used by students.	1	2	3	4	5
11. Facilities for indoor games are available.	1	2	3	4	5
13. Availability of Infrastructural facilities has an influence on the quality of education.	1	2	3	4	5
<b>SECTION B (Admission criteria)</b>					
1. The quality of students' grades in PLE affects the quality of education.	1	2	3	4	5
2. The school administration pays adequate attention to the	1	2	3	4	5

quality of students' grades as they enter this school.					
3. Students with good grades (PLE) tend to grasp the subject matter faster than the average students.	1	2	3	4	5
4. Teachers in this school are concerned about the quality of students' grades as they enter Senior one.	1	2	3	4	5
<b>SECTION C1 (Leadership styles-Democratic)</b>					
Choose the answer that best describes the head teacher of your school.	1	2	3	4	5
1. The head teacher is approachable.	1	2	3	4	5
2. The head teacher consults staff members before making any major decisions that affects the school.	1	2	3	4	5
3. The head teacher delegates tasks and duties and lets teachers to handle them.	1	2	3	4	5
4. The head teacher commends staff whenever they have done well.	1	2	3	4	5
5. The head teacher always apologizes to staff when a mistake is done.	1	2	3	4	5
<b>SECTION C2 (Authoritarian)</b>					
6. The head teacher usually acts without consulting any staff.	1	2	3	4	5
7. The head teacher does everything on his own without involving members of staff.	1	2	3	4	5
8. The head teacher refuses to explain his or her actions to the	1	2	3	4	5



staff.					
9. The head teacher rarely appreciates staff.	1	2	3	4	5
10. The head teacher always prefers rebuking staff to having a dialogue.	1	2	3	4	5
<b>SECTION C3 (Laissez-faire)</b>					
11. The head teacher's presence in school is casual.	1	2	3	4	5
12. The head teacher leaves the staff to do as they wish without any interference.	1	2	3	4	5
13. The head teacher hardly takes any disciplinary action against any body in school.	1	2	3	4	5
14. The head teacher seems not to care of what is happening in the school.	1	2	3	4	5
15. The head teacher's presence is not felt in school	1	2	3	4	5
<b>SECTION D (Staffing)</b>					
1. The number of staff in this school is adequate	1	2	3	4	5
2. The staff is well qualified in this school	1	2	3	4	5
3. The staff does its duties professionally.	1	2	3	4	5
4. The staff has the required experience.	1	2	3	4	5
5. In this schoolteachers create time for their students and avail time for consultation.	1	2	3	4	5
6. In this schoolteachers are concerned about the quality of education.	1	2	3	4	5
<b>SECTION E (Quality of education)</b>					
1. Exam grades (UNEB O-Level results) are usually good in	1	2	3	4	5

this school in terms of division one.					
2. The failure rate at O-level is high.	1	2	3	4	5
3. The discipline of the students in this school is commendable.	1	2	3	4	5
4. The completion rate of lower secondary by students is high.	1	2	3	4	5
5. Students always participate in co-curricular activities like games and sports, music, dance and drama.	1	2	3	4	5
6. Students always participate willingly in the general administration of the school.	1	2	3	4	5

## INTERVEIW GUIDE FOR TEACHERS

**This part of the questionnaire contains open-ended questions, which you can briefly answer in the spaces provided.**

1. In your opinion what are the main indicators of quality of education?-----

-----  
-----

2. What are the main challenges faced by this school in trying to maintain quality education.-----

-----  
-----

3. In your opinion what do you understand by the term quality education?-----

-----  
-----

4. Do you think the availability of infrastructural facilities has a significant influence on the quality of education?-----

-----  
-----

5. What is the effect of the quality of students' intake on the quality of education?

-----  
-----  
-----

6. How do you rate the quality of teachers in this school? -----

-----

7. Do you think leadership style affects the quality of education?-----

-----  
-----

8. How would you rate the performance of your students in this school?-----

-----  
-----

9. How would you rate the discipline of your students in this school? -----

-----

10. How often do your students participate in co-curricular activities at school?-----

-----  
-----

11. Do you think the experience of teachers affects the quality of education?-----

-----  
-----

**Thank you for your cooperation.**

## APPENDIX II

### INTERVIEW GUIDE FOR HEADTEACHERS AND THEIR DEPUTIES

This Research project is the challenges of maintaining quality education in Private secondary schools in, Nsangi sub-county, Wakiso district. Therefore this interview schedule is seeking relevant information from you, which will later be used to improve the declining quality of education in private secondary schools in Wakiso District. Your cooperation and critical answers are all welcome.

- 1) How long have you been a head teacher in this school?
- 2) In your opinion what do you understand by Quality education?
- 3) What are the indicators of quality education in this school?
- 4) What are some of the challenges encountered in maintaining quality education in your school?
- 5) How do you rate your concern for quality education in this school?
- 6) What is being done to improve the current quality of education in your school?
- 7) How have your students performed academically in UNEB O-level for the last three years?
- 8) What infrastructure facilities do you have in this school?
  - a) How big is your library and are there enough books?
  - b) How established is your laboratory and are there enough equipment, apparatus and chemicals?
  - c) How big, spacious and furnished are your classrooms?
  - d) What other co-curricular facilities do you have in your class?
  - e) Do you think availability of infrastructural facilities significantly affects the quality of education?

8) Do you pay particular attention to the quality of students' grades as they enter Senior one in this school?

a) What is your view on the effect of students' grades in PLE on the quality of education?

9) How would you describe your working relationship with your staff?

a) Do you usually consult your staff before taking any decisions at your school?

b) Do your staff willingly provide information and solutions regarding the attainment of quality education?

10) Do your teachers freely interact with you in a friendly atmosphere and give information as regards the running of the school?

c) Do your teachers feel that they are part of the Vision and the general running of the school?

c) How often do you delegate duties to your staff?

d) In your view do you think the leadership style has an effect on the quality of education? And why?

11) How many teachers do you have in your school?

Please state the number of teachers against each qualification

i) Graduate teachers-----

ii) Diploma teachers-----

iii) Licensed-----

a) How do you assess the competence of your teachers at teaching?

b) Are your teachers concerned with the quality of education?

c) Do teachers create time for their students and relate with them in a professional manner?

d) How experienced are your teachers?

12) Do you have any cases of indiscipline in your school?

If yes, list them-----

14) How does lack of discipline affect the quality of education in your school?

15) What is the completion rate of your students at lower secondary, i.e. level?

16? What are the factors responsible for lower completion rates of lower secondary in your school?

**THANK YOU**

## APPENDIX III

### INTERVIEW GUIDE FOR DISTRICT OFFICIALS

1. Which post are you holding at the district at the moment?
2. In your opinion what are the main indicators of quality education?
3. Are you satisfied with the quality of education provided by private secondary schools in Wakiso district?
4. What are the main challenges faced by private secondary schools in Wakiso district in maintaining quality education?
5. Do you hold the view that availability of infrastructural facilities in a way affects the quality of education?
6. Do most private schools in Wakiso district have adequate infrastructure like enough and spacious classrooms, libraries, laboratories and other co-curricular facilities?
7. What is your view on the quality of students' grades in PLE and its influence on the quality of education?
8. Do you think most private schools in Wakiso district are concerned about the quality of the students' grades they admit in senior one?
9. Do leadership styles influence the quality of education in private secondary schools in Wakiso district?
10. What is your view on the following leadership styles and their influence on the quality of education?
  - a) Democratic leadership style
  - b) Authoritarian leadership style
  - c) Leisses-faire leadership style



- 11 Which criteria are used by private secondary schools in Wakiso district in selecting the leaders of the schools?
12. Do you think that the quality of teachers has a particular influence on the quality of education provided by private secondary in Wakiso district?
13. Are you satisfied with the quality of teachers in private secondary schools in Wakiso district?
14. Are there any mechanisms in your district to ensure that private secondary schools employ qualified teachers?
15. Are private secondary schools concerned with the quality of the teachers they employ?

**THANK YOU**

## APPENDIX IV

### OBSERVATION CHECKLIST ON THE AVAILABILITY OF INFRASTRUCTURAL FACILITIES.

The purpose of this checklist was to physically observe the existence Infrastructural facilities available in the different schools where the study was carried out.

Name of school-----

ITEM	YES	NO	REMARKS
Laboratory			
Library availability and use			
Class rooms			
Co-curricular facilities and activities			
Staff room			
Dining hall			
Latrines/toilets			
Dormitories			
Water supply			

## APPENDIX V

### A LIST OF PRIVATELY OWNED SECONDARY SCHOOLS IN NSANGI SUB-COUNTY, WAKISO DISTRICT:

#### a) Nabbingo Parish.

- i) St. Aloysious SSS,Nabbingo
- ii) St. Catherine SSS
- iii) St. Lawrence Horizon
- iv) St. Lawrence Creamland SSS

#### b) Nsangi Parish.

- i) Manchester High School-
- ii) Olimpio SSS
- iii) Queens College Nsangi

#### c) Buddo Parish.

- i) Buddo College School
- ii) Buddo SSS
- iii) Buddo Community College

#### d) Kasenge Parish.

- i) Mugongo SSS
- ii) Kinaawa High School
- iii) Our Lady Source of Wisdom

iv) Temple High School

**e) Kyengera Parish.**

i) Mugwanya Summit College

ii) Alpha and Omega SSS

iii) St. Mary's High School

v) Cambrigde College

vi) Kyengera Central College

vii) Excel Millenuim

viii) Kyengera High Scholl

ix) Mugongo SS, Kyengera

**f) Maya Parish.**

i) St. John Baptist SSS

ii) London College of St.Lawrence

**g) Nanziga Parish.**

i) Nanziga Parents SSS

**h) Kikajjo Parish.**

i) Kikajjo SDA SSS

iii) Hill top SSS

iv) Vision College

v) Kasenge SSS

vi) Light High

vii) Masharik High School

**j) Kitemu Parish**

i) St. Lucia SSS

ii) St. Mark's College SSS

iii) Garden Groove

iv) JB.Green Hill SSS

v) Bright Land SSS

vi) Lucas Community College

**k) Katereke Parish**

i) Hana SSS

ii) Summaya Sss

iii) Nsangi High School

## APPENDIX VI

### RELAIBILITY TESTS

#### Case Processing Summary

		N	%
Cases	Valid	71	71.0
	Excluded (a)	29	29.0
	Total	100	100.0

a Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.680	.727	53

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.356	1.465	5.592	4.127	3.817	1.612	53

The covariance matrix is calculated and used in the analysis.