



School Administration and Performance of the Universal Secondary Education Programme in Kasese District- Uganda

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DECLARATION

I, Benson Kule Baritazale, hereby declare that this Dissertation is my original work and has never been submitted or presented to any Institution for award of a Degree, Diploma or Certificate.

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APPROVAL

We the undersigned certify that this research dissertation on the topic: “School Administration and Performance of Universal Secondary Education Programme in Kasese District- Uganda” has been done under our supervision. The dissertation is being submitted to the High Degree Department of Uganda Management Institute with our approval.

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Date:

.....

DEDICATION

This work is dedicated to two people; my late mother, Ithungu Rozalia (RIP) and Mzee Kautha Bonefasi. As I write this dissertation, I remember my dear mother for the love and care she accorded me for 45 years. Before she passed on, mummy always felt happy whenever I gave her an account of my progress in education. The 15th day of February, 2008, 2.45 p.m, when my dear mum passed on was a dark day and time for me. I really saw “darkness” when I received the bad news as I was on the roadside waiting for a vehicle from Kasese town to Mbarara to go for a UMI QM examination, which I had to miss at that time. My only hope is that I knew mummy as a God fearing and God loving person and therefore I have no doubt that she is enjoying eternal life. Mzee Kautha is a caring father. He loves education and protected no coin in matters of paying our fees. I thank God for the gift these two parents.

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ABBREVIATIONS AND ACRONYMS

UPE	Universal Primary Education
USE	Universal Secondary Education
UPPET	Universal Post Primary Education and Training
UPOLET	Universal Post ‘O’ Level Education and Training
MoES	Ministry of Education and Sports
ESA	Education Standards Agency
PPDA	Public Procurement and Disposal of Public Assets
EFA	Education for all
ISS	Internal Support Inspection
PTA	Parents Teachers Association
UNEB	Uganda National Examinations Board
DES	Directorate of Education Standards
DEO	District Education Officer
MEO	Municipal Education Officer
OECD	Organization for Economic Cooperation and Development
SSC	School Student’s Councils

ABSTRACT

The purpose of the study was to examine the relationship between school administration and performance of USE programme in Kasese District, western Uganda. The objectives of the study were: - to assess how administration of staff affairs, students' affairs and financial resources affect performance of USE programme in Kasese District. The study was prompted by the fact that while USE is supposed to lead to increased equitable access and high retention of students, reports from various sources were indicating that the drop out rate was on the increase. The study employed a cross-sectional survey design. While the sample size of the study was 163, the actual number that participated in the study was 147. In this study, data was collected mainly through self administered questionnaires and interviews. The Pearson correlation coefficient was used to determine whether there was linear relationship between each of the three independent variables and the dependent variable. The study revealed that there is a significant positive relationship between administration of staff affairs, students' affairs, financial resources and performance of USE. The study concluded that when staff affairs, students' affairs and finance resources are effectively and efficiently administered, high performance of USE programme will be registered meaning that equitable access and high retention levels will be achieved and vice versa. The study recommended that for USE to succeed, Head teachers and government should seriously look into the financial and non financial needs of teachers, internal supervision in schools should be formalized, team leadership should be employed when handling discipline issues and clear policy guidelines should be put in place regarding students' lunch, gender issues and budgeting process. The study suggested areas for further research like USE in public private partnership schools, roles of different stake holders in implementation of USE and gender mainstreaming issues under USE.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study examined the relationship between school administration and performance of universal secondary education programme in Kasese District. The dimensions of school administration in this study were administration of staff affairs, students' affairs and finance resources while performance of Universal Secondary Education programme was looked at in terms of equitable access and retention.

This chapter presents background to the study, statement of the problem, general objectives of the study, specific objectives of the study, research questions, and hypothesis of the study, conceptual frame work, significance of the study, justification of the study, and scope of the study, operational definition of terms and concepts and limitations of the study.

1.2 Background to the study

One of the fundamental human rights, the right to education, has become a serious issue of concern the world over. The world leaders have been meeting time and again to ensure that Education for All (EFA) is made a reality. The World Conference on Education for all in Jomtien, Thailand (1990), the World Education Forum in Dakar, Senegal (2000) and the Millennium Summit (2000) concern on achieving universal primary education by 2015 are clear testimonies to the commitment of world leaders on achieving education for

all. Despite the global concern to ensure education for all, reports still indicate that over 100 million children, majority of them girls, in the world have no access to primary schooling and more than 880 million adults majority of whom are women, are illiterate (The Dakar Framework for Action, 2000). Reports indicate that the lack of access to primary and secondary education is sometimes worsened by school administrators whose leadership demotivates teachers and scares away pupils leading to high drop out rates and/or school unrest. A case in point is where 14 teachers of Greenbrier High school, Evans, Georgia (September, 2010) wrote to their head teacher accusing her of work place bullying. The teachers complained of harsh, commanding, intimidating leadership, unfair assignments of duties and generally hostile work environment (eBoss Watch, February, 2011). This autocratic leadership exhibited by some school administrators kills both the teachers' morale and the output (Bhella, 1982). The importance of effective administration in school cannot therefore be overstated. Whatever the educational setting, a major determinant of a school's success and provision is the quality of leadership exercised by senior management, and in particular, that of the principal (Organization for Economic Co-operation and Development, 2007). Much as the world leaders have expressed great concern to the implementation of the Education for All agreement, it is also important to focus attention to the contribution of school administration in achieving education for all.

In Africa, the leaders have also been drawn to the realization that if any meaningful social and economic progress is to be registered, achieving education for all must be high on the agenda. President Thabo Mbeki while opening the conference code named 'Education for

African Renaissance in the Twenty First Century” emphasized the need for a well-functioning system of education with equality of educational opportunities (UNESCO, 2000).

While African governments and donors are making every effort to address the obvious challenges of achieving EFA [infrastructure, teacher-pupil ratio, staff recruitment), school administration is seen as posing a hidden threat in achieving the EFA goals of increased equitable access and reduced dropout rate. As Lewis Sinclair once said “A frightened captain makes a frightened crew”, most school administrators in Africa are always lamenting as to whether EFA can be realized with meager resources (Patsular Media, 2001). In South Africa almost half of the teachers in rural areas indicate that if given another chance they would not choose teaching as a career (Mwamwenda, 1995).

On administration of students’ affairs, autocracy in school governance is reported. Despite emphasis on democracy in the modern world, school administrators in Kenya have remained autocratic in the way they manage their institutions. Students hardly have the opportunity to express themselves. Consequently, they are always looking for ways of releasing stress generated through continuous oppression in schools that abhor dialogue (Kenya Education Policy review, 2008). Much research has pointed to the issue that the quality of education depends primarily on the way schools are administered, more than on the abundance of available resources, and that the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher (World Bank, 2008).

In Uganda, education for all started to be implemented fully in 1997 with the introduction of the state funded Universal Primary Education (UPE) programme, where the principle of equitable access to conducive, quality, relevant and affordable education is emphasized for all children of all sexes, categories and in special circumstances (Education Act, 2008). In 1996, a year before UPE was introduced in Uganda, national total enrolment stood at 3,068,625 of which 1,647,742 were boys and 1,420,883 were girls. However, the switch to UPE in 1997 led to enrolment in the primary sub-sector, catapulting from 3,068,625 to 5,303,564. This translates to 73% increase. Boys' registered 72% increase and the girls increased by 74% (ESSP 2007-2015). The pressures exerted by the UPE graduates and in a bid to further promote education for all; the government of Uganda introduced universal secondary education which is a state funded secondary education programme providing obstacle free secondary education (USE, 2008). Purcell (2010) noted that more recently there has been a shift in policy and resource allocation towards a more balanced and broad-fronted approach to education delivery. Ten years after the launch of UPE, the universal post primary education and training programme (UPPET) was launched in 2006 (also as an election commitment). Universal secondary education in Uganda was introduced to address serious education challenges. Purcell (2010) points out that UPPET has four purposes; increasing equitable access to post primary education; assuring achievement of the Millennium Development Goal of gender parity in education delivery by 2015; enhancing sustainability of UPE; and reducing the high cost of UPPET.

The commitment of the government of Uganda to the promotion of USE can be clearly observed from the increased budgetary allocation to the education sector. The sessional committee of social services on the performance of the UPE and USE programmes (2009) noted that “it was in line with the Dakar declaration that Uganda in 2006/07 allocated 768.08 million shillings to the education sector and FY 2007/08, 767.1 million, during 2008/09 FY, the allocation was 899.8 million Uganda Shillings”. The ministerial policy statement of the ministry of education and sports (FY 2010/2011) indicated that a total of 713,184 students would benefit from USE in 2010/2011. While government is concentrating on funding the USE programme and providing the basic capacities, studies seem to indicate that the aspect of school administration needs to be addressed if equitable access and retention are to be realized. Lewin (2001) says 25% or more of school days may be lost each year in poorly managed schools.

In Kasese district, the case study area, the increasing number of students require focused administration if dropout rate is to be controlled and equitable access is to be attained as stated in the Education For All declaration. The District has 44 secondary schools implementing the USE programme, 20 are government aided and 24 are private owned. The introduction of UPE increased primary school enrolment in the district by 136 percent (Kasese Local Government, 2010). At the beginning of 2010 in the USE participating schools, a total of 18,789 (10,295 males and 8,494 females) were directly benefiting from USE (Kasese Local Government, 2010). The increased access to secondary education in the district has been lauded by many stakeholders but the question still lies on management of the programme at school level. A case in point is where the

Bishop of the Diocese of Kasese in his introductory message to the Diocesan Training Manual for popularizing USE and UPE noted that if UPE and USE had not been introduced, thousands of children in Kasese would not have completed primary seven and more than 50 percent of the current students in secondary would have stopped in primary seven. The Bishop called for leadership training of school managers of the nine catholic founded schools implementing the USE programme (Kasese Diocese, 2011). This explains the fact that while many stake holders in education appreciate USE as a strategy for achieving education for all, they have a feeling that school administration plays a pivotal role in the success of the programme.

This study investigated whether school administration has any bearing on the performance of universal secondary education programme. It specifically looked at administration of staff affairs, students' affairs and finance resources and how they impact on equitable access and retention.

1.3 Statement of the Problem

Universal Secondary Education (USE) Programme in Uganda, which is a state funded obstacle free secondary education, is supposed to lead to increased equitable access to quality secondary education and high retention of students (Education Act, 2008). It is however surprising to learn that the drop out rate of students in USE schools is on the increase, especially for girls. Statistics from the Ministry of Education and Sports indicate a declining transition rate of USE beneficiaries as follows: in senior one in 2008, boys were 92,459 and girls were 71,299 totaling to 163,758; in senior two in 2009, boys reduced to 85,967 and girls reduced to 65,931 totaling to 151,898. This shows transition

of 93% for boys, 92% for girls and 92.5% overall. The transition from senior two to senior three (2008-2009) was indicated as 92.1% for boys, 89.6% for girls and 91% overall. Poor school administration is mentioned as one of the major causes of high school dropout (MoES, 2010). Teachers complain of poor school administrations that do not mind about staff welfare and staff performance and students complain of school administrators not giving them chance to express their views leading to school unrest. This may lead to parents losing interest in the schools resulting into reduced equitable access and low retention. School administration is therefore portrayed as a key player in the apparent failure of USE programme. This scenario needed to be investigated.

In the five years of implementing Universal Secondary Education Programme in Uganda, no serious study seem to have been carried out on the relationship between school administration and the success of USE. This study therefore was intended to close the gap and establish whether school administration has any significant influence on the performance of USE programme in Kasese District.

1.4 General objective of the study

The aim of the study was to investigate the relationship between school administration and performance of universal secondary education programme in Kasese district.

1.5 Specific objectives

The study was guided by the following specific objectives;

- i. To assess how administration of staff affairs affects the performance of universal secondary education programme in Kasese district.
- ii. To find out how administration of students affairs affect performance of universal secondary education programme in Kasese district.
- iii. To establish how administration of financial resources affects performance of universal secondary education programme in Kasese district.

1.6 Research questions

The following research questions guided the study;

- i. How does administration of staff affairs affect performance of USE programme?
- ii. What is the effect of administration of students' affairs on performance of USE?
- iii. How does administration of financial resources affect performance of USE?

1.7 Research hypotheses

The hypotheses of the study were;

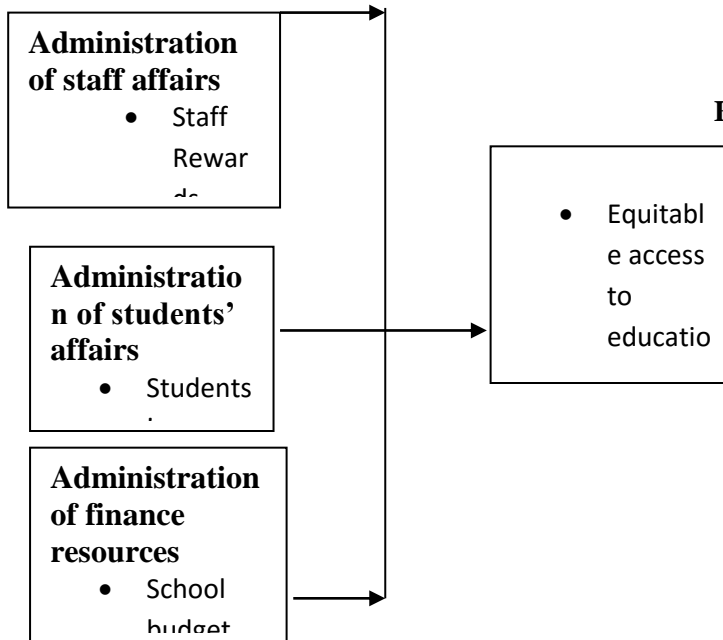
- i. Administration of staff affairs significantly affects performance of universal secondary education programme.
- ii. Administration of students affairs strongly contribute to performance of universal secondary education programme.
- iii. There is a significant relationship between administration of financial resources and performance of universal secondary education programme.

1.8 CONCEPTUAL FRAME WORK

This conceptual framework gives the perceived relationship between school administration (Independent variable) and performance of an education programme (Dependent variable).

INDEPENDENT VARIABLE (IV)

SCHOOL ADMINISTRATION



Source: Developed from the theory of Team leadership (Belbin, 1993)

Figure 1.1: Conceptual Framework of the relationship between school administration and performance of an education programme

The conceptual frame work gives the perceived relationship between school administration (Independent variable) and performance of an education programme (Dependent variable). It indicates that if the school leaders give staff what is due to them in terms of financial and non financial benefits and work closely with them as a team, then the staff will be motivated to work and impress the students. This may encourage new students (boys and girls) to join the school (equitable access) and reduce school dropout (increase retention). The conceptual framework also indicates that if students' discipline and gender issues are well administered, involving student leaders and staff working as a team, then students' access and retention will be high. The conceptual framework also shows that involvement of stake holders in budget preparation and expenditure control motivates them leading to increased enrollment (equitable access) and high retention.

The conceptual frame work is developed from the team leadership theory of Belbin (1993). Belbin presents the case for a "solo" leader and "team" leader. In the modern dynamic and democratic world, Team Leadership is more suited. School administrators who operate as Solo leaders are more likely to kill the morale of staff, discourage and demoralize students and make the community lose interest in the school leading to reduced accessibility and low students retention thus failing universal secondary education programme. On the other hand, Belbin's theory implies that school administrators who practice team leadership are likely to motivate colleagues (staff) and make everybody in the school be proud of it, thus encouraging many more students to join the school, boys and girls alike, and improve retention of students in the school.

1.9 Significance of the study

The results of the study will be useful to the following;

School administrators: They now know the extent to which school administration affects the performance of the USE programme and should adjust accordingly.

Boards of governors: As immediate supervisors of head teachers, the results of the study should help them to re-focus the administrators in case their leadership styles are seen as wanting

.Government: can make use the findings and recommendations of the study during policy review of universal secondary education programme.

Parents: The findings of the study can be utilized by parents in drawing the attention of the school leaders to their role in ensuring the success of USE

Other researchers: this study suggested other areas under USE for further research.

1.10 Justification of the study

The first lot of the beneficiaries of the universal secondary education programme has completed the four year cycle. The writing is on the wall, a good number of those who enrolled under the USE programme in S.1 in the year 2007 did not complete S.4 and the UNEB results indicate that the failure rate in USE participating schools was higher than that of the non USE schools. Since most of the students in USE schools are the children of the poor, the vicious circle of poverty seem to be catching up with them. Most people who have cared to write about the short comings of universal secondary education program seem to be pointing accusing fingers to the government's failure to provide the necessary pedagogical facilities and under-funding of the programme. The aspect of

school administration as a possible determinant of success or failure of the USE programme has been a virgin area which no scholar has attempted to study.

This study therefore attempted to bridge the knowledge gap and established the relationship that exists between school administration and performance of the universal secondary education programme.

1.11 scope of the study

The study only considered the twenty government aided secondary schools implementing universal secondary education programme in Kasese District. Six schools were sampled from the twenty. School administration dimensions which were considered in the study are administration of staff affairs, student's affairs and financial resources. The study was limited to the period between 2007 and 2011 because this is the period USE has been in operation in Uganda.

1.12 Operational definitions

Equitable Access- equal opportunities for both boys and girls to join USE schools

Retention: Referred to students joining a school and completing without dropping out.

Staff affairs: in the context of this research, referred to staff motivation and staff performance monitoring.

Student's affairs: These only referred to students discipline and gender issues.

Universal Post Primary Education and Training (UPPET) referred to government funded education which includes secondary and tertiary education institutions

Universal Secondary Education (USE): Referred to obstacle free state funded secondary education programme.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the existing literature relevant to the study was reviewed. The literature was reviewed basing on the main dimensions indicated in the conceptual framework namely: administration of staff affairs, administration of students' affairs, and administration of financial resources and how they impact on performance of Universal Secondary Education (USE) programme. Preceding the main literature review is a theoretical review which first gives the insight of the study.

2.2 Theoretical Review

This study was guided by the "Team Leadership" theory developed by Belbin (1993). Belbin belongs to the school of thought that recognizes the importance of the leader's relationship with his/her followers and an inter-dependency of roles (Bolden, Gosling, Marturano, & Dennison, 2003). Belbin's theory focuses on the factors separating successful and unsuccessful teams. The theory holds that composition of the team is important and that individual differences in style, role and contribution far from underlining personal weaknesses, are a source of potential team strength. Belbin postulates that whatever amount of strength one has in terms of useful and appreciated attributes, he/she also has remarkable weaknesses which he referred to as allowable weaknesses. According to Belbin there is no ideal team member, individual who can perform all roles. From his work, Belbin drew the distinction between "solo" and the "team" leader. He suggests that leaders are not notable for admitting their weaknesses,

whether allowable or not. They act as though they have no weaknesses. Leaders who behave as if they are leading a team of followers, ever ready to take on any role and assuming any responsibility were classified by Belbin as “solo leaders”. The key difference between the “solo leader” and “team leader” revolves around the behaviour and participation of the two. While the solo leader interferes in everything, the team leader delegates roles; while the solo leader tries to mould people to particular standards, the team leader values differences between people; while the solo leader collects admirers and sycophants, the team leader is not threatened by people with special abilities; while the solo leader directs subordinates, the team leader encourages the growth of personal strength; while the solo leader makes it plain what everyone is expected to do, the team leader projects the vision which others act on as they see fit. The increasing complexity and the discontinuous nature of modern work poses greater problems where solo leadership is less appropriate and team leadership more suited (Bolden and others, 2003 P.14).

From Belbin’s theory, it is clear that school administrators, who act as Solo Leaders in the modern world where people believe so much in democracy, are bound to fail as leaders and fail to achieve the goals of Universal Secondary Education. A school administrator who practices “Team Leadership” will attract the attention of the staff, jointly with colleagues address the concerns of the students and ensure financial transparency and accountability. A school with such administration will attract more students (increase equitable access) and lead to high retention of students.

Belbin's team leadership theory has a strong relationship with McGregor's Theory X and Theory Y Managers. According to McGregor, Theory X managers believe that since people naturally dislike work, they must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives while Theory Y managers believe that people will exercise self-direction and self control to achieve objectives to which they are committed (McGregor, 1960).

McGregor's Theory X is closely related to Belbin's 'solo' leadership and McGregor's Theory Y is closely related to the 'Team' leadership of Belbin. A school administrator who practices theory X demotivates staffs who in turn demotivate students leading to students unrest hence discouraging students from joining the school and others dropping out. A modern school administrator who believes in achieving institutional goals is supposed to hold theory Y assumptions which advocates for participative style of administration. In this case teachers will love their work and guide all students equally leading to many students being attracted to the school, boys and girls alike, and increasing students' retention.

2.3 Administration of staff affairs and performance of USE programme

Staff affairs were looked at in terms of staff motivation (financial benefits and non financial benefits) and staff supervision.

2.3.1 Staff motivation.

Burtless (2011) commenting on the importance of financial and non financial benefits talks about the US Congress, Presidential appointments and says "The President's ability

to recruit talented citizens depends on the attractiveness of top government job, including the salaries and non wage compensation offered to those who serve in these positions”. In the same way, under the USE programme, attracting talented and experienced teachers will largely depend on the financial and non financial benefits offered to the teachers and not on the amount of resources sunk in the face lifting of physical facilities in USE schools. Maicibi (2007) & Mingat (2002) noted that teachers attach great value to job amenities such as wage increment, housing allowances and promotion on the job. There is a wide spread perception that when teachers’ pay is low, it is difficult to attract highly competent professionals.

The Uganda Government white paper on education (1992) states that: no education system is better than the quality of its teachers. This implies that teachers have a big stake in the success of USE and need to be motivated to do quality work. Rutina (2010) asserts that financial and non financial rewards improve performance. This is supported by the chairperson parliamentary committee on social services (2010) while on a country wide tour to assess the performance of USE and UPE, who noted that “the government should come in to increase the contribution of education in rural areas by supporting the teaching staff, otherwise they are not satisfied at all and they absence themselves from class.” Uganda national teachers union (Daily monitor, May 19, 2011) in an open letter to the ninth parliament concurred with this view when they observed that if Uganda is serious about quality education for all, she needs to get serious about the living and working environments of teachers. The Union noted that “teachers working conditions are the

students learning conditions.” Poor working and learning conditions can lead to students leaving school, especially the girl child.

The Education Standards Agency (2003) noted that in order to improve the quality of teaching and learning, there should be a cordial relationship between head teachers and their staff through motivation of the staff by way of participatory decision making, team work, delegation and quick conflict resolution. This idea is supported by Wagwa (2008) who states that: *“The commission recognizes that the teachers are essential players in promoting quality education; they are advocates for and catalysts of change thus very vital in the achievement of the education sector goals. Therefore investment in teachers is critical to achieving quality in education. Teachers’ pay and other terms and conditions of service determine their status in society and will act as incentives to attract and retain them in the profession”*.

2.3.2 Staff supervision

According to Musungu & Nasongo (2008) head teacher’s involvement in internal supervision is an attribute of an effective school. They hold the view that schools rise to fame due to adequate supervision or sink due to lack of adequate supervision. The increasing number of students and staff, with so many streams in USE schools require administrators to give staff supervision a priority. School Heads should empower the Heads of departments and work with them to ensure that all teachers in the school are effectively supervised (Lyons, Smuts, & Stephens, 2001).

Govinda & Tapan (1999) asserts that supervision has two basic functions, these are: supervision should help ‘maintain system level norms’ and supervision should ‘promote change and development’. Staff supervision in this case should aim at addressing the challenges of USE in relation to equitable access and retention. Supervision should be based on the philosophy that “every child is taken care of”. Govinda & Tapan (1999) noted that in terms of human relations, it requires the supervisor to function through collaborative and cooperative strategies rather than with a superior-subordinate relationship with the teachers. Some Head teachers retain most of the authority and make decisions for others to follow (Dubrin, 1998). When the supervisor (administrator) and the teachers agree on the mission then supervision will be successful. Patsula Media (2001) asserts that effective leaders exude personal influence and are able to inspire not demand-the respect and loyalty of others. This implies that supervisors should lead by example. In this case the actions of the team leader (supervisor and administrator) should be geared towards encouraging students, both girls and boys, to join the school, remain in school and complete school.

2.4 Administration of students’ affairs and performance of Universal Secondary Education Programme

The over-riding principle in customer service is making it easy for the customer to continue in business with a service provider. In a school set up, this translates into making it easy for the student (customer) to learn by removing all roadblocks that stand between the student and effective learning. This sub-section looks at administration of students’ affairs (students’ discipline and gender issues) and how they impact on the performance of USE programme.

2.4.1 Administration of students' discipline

Universal secondary education has attracted students from all walks of life resulting into uncoordinated behaviour. As Day, Harris, Hadfield, Tolly, & Beresford (2000) observe, leading schools in times of change requires school managers to apply appropriate skills in each situation.

Monitoring students' behaviour among other things that affect effective learning has become an issue of concern the world over. In a report on improving school leadership, Organization for Economic Co-operation and Development (2007), the Minister for Education and Science, Ireland, set up a Task force to review student behaviour in second level schools. It was found out that teachers believe that school leadership plays a very significant part in creating the climate in schools that fosters good learning and minimizes disruptive behaviour. Up to 91% of teachers surveyed in the study agreed that more support from principals was necessary to make discipline policy effective. Controlling students' discipline requires school leadership to form positive relationships with students as stated in the OECD (2007) background report – Ireland: “It is through the building of wholesome, respectful and supportive relationships between students and their teachers that much that is conducive to good discipline is accomplished (OECD,2007).

Kiumi, Bosire & Sung (2009) maintain that levels of students' discipline depend on whether the principal-as the chief executive of the school- enlists the support of teachers and parents in discipline management. This implies that managing behaviors and

expectations of students in USE schools which are drastically growing in number of students requires the head teacher to work with and through teachers and parents. Ramsey (1999) contends that in an organization like the school, students tend to live up to the image of the head teacher, because no school is high performing without an effective and efficient Head teacher; he/she is the gospel that his/her staff and pupils read, a model behavior and work attitude to be copied by all.

Ajowi & Simatwa (2010) noted that the disciplinary methods used to solve disciplinary cases in schools were majorly physical punishments and guidance was minimally used in schools. This was in agreement with the findings of Kanumbi (1996); Owiti (2001) who maintained that unrest in schools could be a spontaneous response to deeply rooted frustrations and feelings of powerlessness that need strong guidance and counseling. Students unrests if not well handled often lead to high drop out and parents losing interest in the school.

In Uganda, corporal punishment has been cited as one of the causes of students' unrest forcing the Ministry of Education and Sports to issue out a circular to schools on prohibition of corporal punishment (MoES, 2006). At a workshop on protection of school children against violence, Arua district education officer, Tembo (The New vision, September 28, 2010) warned educators that use corporal punishment risk legal action being taken against them. Article 24 of the 1995 constitution of the Republic of Uganda states that: *'no person shall be subjected to any form of torture, cruel, inhuman or degrading treatment or punishment'*. The article in effect addresses itself to all forms of

physical abuse, including corporal punishment. Save the children Sweden (2005) quotes a study conducted by Dipak in Uganda which revealed that while teachers claimed that they followed official government policy, which outlaws corporal punishment in schools, 64.4% of school children interviewed reported being routinely beaten and humiliated. School administrators should be interested in this trend of events to control students' discipline and achieve the goals of the USE programme.

As observed by Henkin , Cistone & Dee, (2000), in their article, Conflict Management Strategies of Principals in site- based managed schools, it is important for school managers to understand the side of the teacher, the parent, that of the learner and the existing government policy before taking any decision in matters of students' discipline.

2.4.3 Administration of gender issues

Tembon and Fort on girls' education in the 21st century- gender equity, empowerment and economic growth (2008) quotes various works which present case for promoting girls' education: The social benefits of women's schooling are significant, especially in developing countries (Herz & Sperling, 2004; Schultz, 2002, Watson, 2005). For example, it is stated that a year of schooling for girls reduces infant mortality by 5 to 10 percent (Schultz, 1993). Children of mothers with five years of primary education are 40 percent more likely to live beyond age 5 (Summers, 1994).

Aware of the above social benefits that accrue from girls' education, it is important that all stakeholders in education effectively address gender concerns that may hinder access and retention for girls in USE schools. The United States Agency for International

Development office of women in Development report, on education from a gender equality perspective (2008) supports the view of investing in girls' education stating that *“when girls go to school they tend to delay marriage, have fewer but healthier children, and contribute more to family income and national productivity. In fact educating girls quite possibly yields a higher rate of return than any other investment available in the developing world”* (Summers, 1992). Aikman & Unterhalter (2005) advocates for not only girls accessing education but being treated with dignity in order for them to stay in and complete school.

Uganda's commitment to expanding access to education for girls and boys alike is illustrated in the increased primary intake under Universal Primary Education introduced in 1997, rising to 90 percent for girls and 93 percent for boys (Oxfam, 2005). While the idea of equitable access seem to be gaining strength, the question of school administration managing gender equity issues still remains a challenge. For the success of gender equity in Universal Secondary Education programme, the school administration should constantly address issues related to the girl child such as girls' privacy, girls' involvement in school activities and leadership and the need for increased female teachers in schools.

2.5. Administration of finance resources and performance of USE programme

Finance resources seem to be the engine that supplies power to all the sectors in an education system. If finance resources are not well planned for, they can cause a crisis in the system and affect equitable access and retention. This therefore means that all stakeholders must be involved in planning for educational resources.

2.5.1 Administration of school budget preparation

Modern finance resource management requires that at the beginning of every institution's financial year, a budget (plan of income and expenditure) is prepared. Head teachers should appreciate that in Uganda since the economic war of Idi Amin, financing social services has always been difficult. This is worsened by inflationary tendencies as stated by UNESCO (1983) in its report on Uganda's education "Over the last ten years, the financing of Uganda's education system has had to align with both general price inflation and the government's budgetary difficulties. This requires involving all stakeholders in budget preparation so that no body is blamed for any short coming. The International Institute for Education Planning (UNESCO, 2006) on budget and financial management in Rwanda indicates the importance of involving all stakeholders in education funding decisions. The Institute states that education authorities must seek involvement in education funding decisions, even when significant resources are not directly under their control, in order to ensure that resources are used in the interest of all learners, and in order to minimize unintended consequences on the national education system, such as the negative effect associated with salary scales that are unbudgeted for and unsustainable.

The idea of involving stakeholders in school budget management is supported in the Ugandan Education System as can be seen in the Education Act (2008). The Education Act 13 section 5(3) gives powers to the foundation bodies of schools to participate in policy formulation, education advocacy and mobilization of resources for education purposes. The guidelines on policy planning roles in the implementation of USE gives break downs of how the money should be allocated. This makes it easy for all stakeholders to actively participate in allocating USE funds.

2.5.4 Administration of school expenditures

School finances should as much as possible be spent to benefit the learner. Much of the expenditure should be geared towards providing conducive learning environment with adequate facilities such as enough classroom space, good textbook: student ratio, adequate teacher: student ratio, adequate laboratory apparatus and chemicals, enough latrine stances for both boys and girl. The Head teacher should appreciate that money spent in education is an investment and should therefore be geared towards producing a valuable final product. Woodhall (1970) stated that “education is now universally recognized as a form of investment in human beings, which yields economic benefits and contributes to a country’s future wealth by increasing the productive capacity of its people.” This is in agreement with Tibarimbasa (1998) who observes that investment can also be in human beings as well as it can be in fixed assets. A school is therefore supposed to have expenditure control measures to ensure that school funds are spent in the right direction (USE guidelines, 2008).

Reforms in education need to be handled with critical thinking because they impact a lot on school facilities. School resource should therefore be spent transparently (Malen & Rice, 2004). When spending school funds, Head teachers should desist from being autocratic. As Viliet (2006) points out, compared to democratic superiors, autocratic superiors act in more self centered way. The Education Act 13 section 21(h) directs a head teacher of a school to present a financial statement at every ordinary meeting of the Board and a final balance sheet and the auditor’s report for the annual accounts at every annual general meeting. A prudent school leader that is inclined to the Team leadership theory will always ensure transparency in procurement and disposal of school assets by

involving the student leaders, teachers, parents' management committees and the board of governors. In a bid to ensure transparency and focused procurement in schools, special guidelines for procurement and disposal of public assets in schools were designed (PPDA, 2007). It is also necessary to ensure timely reporting to the centre, the source of the money (MoES, USE guidelines, 2008). It is hoped that when school administration exhibits high level of transparency, then parents and students will like the school, team spirit will develop among staff leading to increased equitable school enrollment and high retention of students.

2.6. Summary

The related literature to the study reviewed above indicate that most scholars agree that if school administrators can effectively motivate and supervise staff, attend to students' discipline and gender issues and involve all stake holders in budgeting and expenditure control, then school programmes like Universal Secondary Education will achieve the intended objectives. The way school administrators relate to other players in implementing the programme is seen as having far reaching effects on its success or failure. The "Team Leadership" theory developed by Belbin (1993) advocates for transparent and accountable leadership where all stakeholders are involved in handling school affairs. The theory therefore is in agreement with the various studies which encourage team work in implementing education programmes like Universal Secondary Education. This implies that school administrators should involve all stakeholders when handling staff affairs, students' affairs and financial resources to create trust in the system which would later translate into parents and students liking the school leading to increased equitable access and retention.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter contains the research design, study population, sample size and method of sample selection, sampling techniques, data collection methods, data collection instruments, data quality control, procedure of data collection and data analysis methods.

3.2. Research Design

The study employed a cross-sectional survey research design because it made it easy for the researcher to select a cross-section of the population to be used as respondents and their views were collected in a short period. The study used a triangulation approach where both quantitative and qualitative strategies were employed. This was useful because results of quantitative method were cross checked by findings from qualitative method. Qualitative data gathered information on people's opinions, beliefs which were compared with results from quantitative data. Triangulation also makes generalization of results more possible (Amin, 2005). Quantitative technique was used to quantify the extent of the relationship between the independent variable and the dependent variable. The qualitative technique was used to support the findings by evaluating people's ideas, beliefs and perceptions about the effects of school administration on the performance of universal secondary education in Kasese District.

3.3. Study Population

The study targeted Head teachers, teachers, students, board of governors, District/Municipal education officers and parents' executive representatives in government aided USE participating schools in Kasese District. Teachers, students, Board, District/Municipal education officers and parent's executive representatives were selected because they were perceived as the right people to provide reliable information on the various dimensions in the study. Head teachers were included to provide salient information on school administration and performance of USE programme. The respondents sampled for this study included 113 teachers, 06 head teachers, 30 student leaders, 06 board members, 02 education officers and 06 PTA executive members making a total 163 subjects. While the sample size was 163 those who actually participated in the study were 147.

3.4. Sample size and selection

The table developed by Krejcie and Morgan in 1970 (Amin, 2005) for determining sample size (appendix 1) was used by the researcher to determine the sample size. The number of subjects from each category of respondents was determined using that table. Table 3.1 shows the various categories of respondents, the study population, sample size and sampling strategy used.

Table 3.1: Sampling the study population

Category	population	Sample size	Sampling strategy used
Head teachers	06	06	Purposive sampling
Teachers	160	113	Stratified random sampling
Student leaders (C/P, Speaker & Sec for women SSC, H/P & H/G)	30	30	Purposive sampling
Board (C/P)	06	06	Purposive sampling
Education officers	02	02	Purposive sampling
PTA executive (C/P)	06	06	Purposive sampling
Total	210	163	

In table 3.1 above, the sample size of each category of subjects was arrived at using the table for determining sample size for research activities developed by Krejcie and Morgan (1970). The number of Head teachers, Board and P.T.A. Chairpersons were determined by the number of schools included in the study. The Chairpersons(C/P), Speaker & secretary for women of school students' councils (SSC), Head girl (H/G) and Head prefect (H/P) were purposively selected as key representatives of both female and male students.

3.5. Data collection methods

Both primary and secondary data was collected. Secondary data was gathered from text books, reports, news papers, journals and internet. Primary data was collected from the sample population using survey and interview methods.

3.5.1. Survey method

This is a method of data collection where information is collected from a cross-section of respondents in a short period of time. The survey method was used to collect quantitative data through self administered questionnaires. This method was preferred because it enabled the researcher to collect the required information from many respondents in a short time frame.

3.5.2. The interview method

This is a method of data collection where the investigator gathers data through direct verbal interaction with participants. Instead of written responses, the subject gives the needed information verbally in a face to face relationship. The interview method was

employed to generate qualitative data using an interview guide. The information obtained was used to support the quantitatively generated data.

3.6. Data collection instruments.

In this study, data was collected mainly through self administered questionnaires and interviews using interview guide.

3.6.1. Self administered questionnaire

The questionnaire comprised both close ended and open ended questions. The instrument was administered on teachers because they had the capacity to read, analyse and write and spare time to fill the questionnaires. Questionnaires were useful because they covered a large number of respondents in a short period of time and generated reliable data since the respondents answered the questions in their own mood without being affected by the researcher's presence (Mugenda & Mugenda, 1999). The researcher analyzed and related the teachers' responses to the topic of study. Refer to sample questionnaire (See Appendix II).

3.6.2. Interview guides

Interview guides were used by the researcher to systematically interview head teachers, board and parents teachers' association executive representatives, District/Municipal education officers and student leaders. The interview method helped the researcher to get immediate feed back and provided room for adequate probing. This is because the researcher and the respondent met face to face and responses to questions were answered verbally on the spot. From the respondents' answers, the researcher was able to ask clarification questions. (See Appendices III & IV for interview guides).

3.7 Quality Control of the instruments

This sub section looks at the validity and reliability of the instruments that were used in the study.

3.7.1 Validity of the Instruments

In order to test and improve the validity of the questionnaire, the researcher availed the draft to colleagues doing the same course and some consultants at UMI. These were requested to look at the items and check on language clarity, relevancy, and comprehensiveness of content and length of the questionnaire. The researcher then made the necessary adjustments in respect to the comments raised and with the supervisor's advice. After that, two experts were requested to look at each item and judge whether they were: 1.Relevant 2. Not Relevant. The researcher then calculated the content validity index (CVI) using the formula below:

$$\text{CVI} = \frac{\text{Items rated relevant (A+B)/2}}{\text{Total number of items in the instrument}}$$

The accepted range of CVI is 0.7 to 1 (Amin, 2005; Kathuri & Palls, 1994).

The calculated CVI for teachers' questionnaire was established as .833, for interview guide of head teachers, board, P.T.A, DEO/MEO was .867 and that of student leaders was .833. The instruments were therefore confirmed valid as the CVI calculated in all cases were within the accepted range of 0.7 to 1 (Amin, 2005). Details of the calculations are shown in Appendices V (a), V (b) and V(c) respectively.

3.7.2 Reliability of the instruments

In order to establish the reliability of the instruments, the researcher conducted a pilot study. He administered the questionnaire to 50 respondents from two schools in Kasese

district. Using the results of the pilot study, the reliability of the instrument was computed using Cronbach's Alpha Coefficient. The statistical package for social scientists (SPSS) software was used to compute the value of the alpha coefficient. The reliability for each section of the instrument was computed and the results were as follows: staff affairs section .725, staff supervision .777, students' affairs section .916, and finance resources section .867. The overall alpha coefficient was established as .821. Since this value was above 0.5 ($\text{Alpha} > 0.5$), it indicated high reliability (Amin, 2005). Appendix VI gives the details of the computed values of reliability.

3.8. Procedure of Data collection

After the approval of the research proposal (See Appendix VIII), the researcher secured a letter of introduction (See Appendix IX) from the Department of Higher Degree of Uganda Management Institute- Kampala. The letter was then presented to the Head teachers of the selected schools seeking permission to carry out the study in their schools. The researcher then requested the Head teachers to introduce him to the various categories of people to be included in the study. After being introduced to the relevant people, the researcher carried out sampling for the teachers and distributed the questionnaires and ensured that the filled questionnaires were collected as soon as they got filled to avoid loss. The researcher also conducted the interviews and was keen to jot down salient issues mentioned during the interviews.

3.9. Data analysis methods

Quantitative data from close ended questions were categorized and coded. The data were analyzed using Statistical Package for Social Science (SPSS) computer software because

it is the most recommended package for analyzing social sciences research data (Sekaran, 2003). The Pearson correlation coefficient was used to determine whether there is linear relationship between each of the three independent variables and the dependent variable. Qualitative data from interviews of key informants and from open ended questions was analyzed by listing down all respondents views under each question or category. The tally mark method was then used to group similar views expressed by more than one respondent. Tables and diagrams were constructed from the totals of tally marks. Interpretations were made and where necessary, quotes were used to support the interpretation.

3.10. Measurement of variables

According to Mugenda and Mugenda (1999), measurement of variables gives the researcher information regarding the extent of individual difference on a given variable. Data was categorized in an orderly form using a five likert scale on the questionnaire as reflected below. A likert scale consists of a number of statements which express either favorable or unfavorable attitudes towards the given object to which the respondent is asked to respond. Each response is given a numerical score indicating its favorableness or unfavorableness and the scores are totaled to measure the respondents' attitudes. The scale of 1-5 was used where by 1 represented strongly disagree 2 = disagree, 3 = neither agree nor disagree, 4= agree and 5 strongly agree.

A nominal scale was used where numbers were assigned to the different variables to serve as names and create sameness or difference. This enabled the researcher to know the difference between the variables.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This Chapter presents the findings of the study objective by objective. The overall objective of this study is to investigate the effect of school administration on performance of Universal Secondary Education programme in Kasese District. The specific objectives of this study were:- to assess how administration of staff affairs affect the performance of Universal Secondary Education programme in Kasese District; to find out how administration of students affairs affect performance of Universal Secondary Education programme in Kasese District; and to establish how administration of financial resources affects performance of Universal Secondary Education in Kasese District.

4.1 Response Rate

The respondents in this study included teachers, head teachers, student leaders, Education officers, board and parents teachers association (PTA) Chairpersons from selected USE government aided secondary schools in Kasese District (See appendix VII, for list of schools that were included in the study). The response rate is indicated in table 4.1.

Table 4.1: Response Rate

Respondents Category	Population	Sample size	Actual respondents	Response rate %age
Teachers	160	113	107	94
Head teachers	06	06	06	100
Student leaders	30	30	23	77
Education officers	02	02	02	100
Board C/P	06	06	04	67
PTA C/P	06	06	05	83
TOTAL	210	163	147	90

The overall response rate was 90%. The response rate of the respondents was good because the researcher took time to visit all the six government aided USE schools sampled for the study. According to Phelps (2001), response rate above 60% is acceptable. This implies that the response rate in each category was valid and the overall response rate (90%) was excellent.

4.2 Demographic characteristics of respondents

The demographic characteristics of interest for this study were sex, age, marital status and level of education. Table 4.2 summarizes the demographic characteristics of the respondents (teachers).

Table 4.2: Demographic characteristics of teachers

		Percent
Sex	Male	83.2%
	Female	16.8%
Total		100.0%
Age	Below 20 years	2.8%
	21-30 years	40.2%
	31-40 years	31.8%
	41-50 years	23.4%
	51 and above	1.9%
Total		100.0%
Marital status	Married	73.8%
	Single	26.2%
Total		100.0%
Level of education	Secondary	.9%
	Grade V	33.6%
	Graduate	59.8%
	Other	5.6%
Total		100.0%
Time spent in the teaching profession (in years)	< 5 years	34.6%
	5-9 years	24.3%
	10-14 years	18.7%
	15-19 years	10.3%
	20 and above	12.1%
Total		100.0%
Years worked in the school	Less than 2 years	30.8%
	2-5 years	32.7%
	6 yeras and above	36.4%
Total		100.0%

Table 4.2 reveals that 83.2% of the teachers who responded were males and 16.8% were females. This implies that there was no gender balance in the number of respondents. The researcher found out that girls in Kasese rarely go beyond “A” level due to pregnancies and early marriages.

Many of the teachers who took part in the study were in the age bracket of 21 – 30 years (40.2%) followed by 31 – 40 years (31.8%) and the smallest number was 51 years and above (1.9%). Teachers of the age below 20 years were also few (2.8%). Since the

middle age group formed the biggest number of respondents, their responses were likely to be dependable because they were old enough to understand what was being asked and were interested in having a better future.

A big percentage (73.8%) of the teachers was married and only 26.2% was not married. Since the majorities were married, they were likely to give credible responses because they should be concerned about the success of USE programme in which some of their children are beneficiaries or about to join.

The information in the table also indicates that majority of the teachers were graduates (59.8%) followed by grade V teachers (33.6%), only 01 teacher (0.9%) was at the level of secondary education. Since majority of the respondents were qualified and professional teachers, their responses would be relied upon.

The respondents were also asked to give the time spent in the teaching profession. The table indicates that 34.6% were below 5 years followed by those between 5 – 9 years (24.3%). Those who had spent over 20 years were also a reasonable number (12.1%). Since the number of teachers that had stayed in the teaching profession above 5 years was more than 60%, then the information given was based on a truck record of observations of implementation of the USE programme for all the years it has been in existence and therefore responses could be relied on.

The table also reveals that majority (36.4%) of the teachers had spent 6 years and above in the same USE schools. They were followed by teachers who had spent 2 – 5 years in the same schools (32.7%). The responses about school administration in the respective schools were based on experience and therefore likely to be reliable. The respondents had experience with the way head teachers were handling staff affairs, students' affairs and financial resources.

4.3 Findings of the study

The study investigated the relationship between school administration and performance of Universal Secondary Education programme in Kasese District. Three null hypotheses were set as follows: Administration of staff affairs has no effect on performance of Universal Secondary Education programme in Kasese District; administration of students' affairs has no contribution to performance of Universal Secondary Education programme in Kasese district: and there is no relationship between administration of financial resources and performance of Universal Secondary Education programme in Kasese District. To test these hypotheses, the researcher used the Pearson correlation coefficient.

4.3.1 Objective 1: Administration of staff affairs and performance of Universal Secondary Education programme in Kasese District.

The dimensions of staff affairs in this study were considered to be financial rewards, non financial rewards and staff supervision. The findings are presented in tables 4.3, 4.4, 4.5 and figures 4.1 and 4.2. The findings from qualitative data are presented hand in hand with the quantitatively generated data for comparative purposes. The Pearson correlation

coefficient was used to determine the relationship between administration of staff affairs and performance of USE programme.

Table 4.3 Descriptive analysis of teachers’ responses on the financial rewards.

		Percent
The Head teacher ensures that teachers are paid housing allowances	Strongly disagree	33.6%
	Disagree	15.9%
	Undecided	1.9%
	Agree	24.3%
	Strongly agree	24.3%
The Head teacher ensures that teachers are given allowances for remedial teaching	Strongly disagree	12.3%
	Disagree	7.5%
	Undecided	4.7%
	Agree	45.3%
	Strongly agree	30.2%
The Head teacher ensures that on top of government salary, teachers are given PTA allowance	Strongly disagree	2.9%
	Disagree	4.8%
	Undecided	10.5%
	Agree	52.4%
	Strongly agree	29.5%
The Head teacher mobilizes funds for teachers transport allowance	Strongly disagree	41.0%
	Disagree	31.4%
	Undecided	6.7%
	Agree	16.2%
	Strongly agree	4.8%
The Head teacher pays teachers off station allowance when they work outside the school	Strongly disagree	7.6%
	Disagree	12.4%
	Undecided	9.5%
	Agree	41.0%
	Strongly agree	29.5%
The Head teacher requests the Board to give teachers financial rewards when students perform well in their subjects	Strongly disagree	13.6%
	Disagree	9.7%
	Undecided	5.8%
	Agree	42.7%
	Strongly agree	28.2%

Table 4.3 indicates that 48.6% of the respondents agreed with the statement that head teachers ensure that teachers are paid housing allowance while 49.5% of the respondents disagreed. Since the number of those who disagreed is almost equal to those who agreed, it means that a good number of head teachers ensure that teachers are paid housing allowances and another reasonable number of head teachers do not consider housing allowances for teachers. During the face to face interviews, some head teachers said schools can not afford housing allowances and others indicated they were paying.

The table indicates that 75.5% of the respondents agreed with the statement that the head teachers ensured that teachers are given allowances for remedial teaching and 19.8% disagreed with the statement. This implies that many head teachers mind about teachers allowances for remedial teaching. This is in line with the views expressed by head teachers and school managers during the interviews. Majority of them said they ensured that remedial teaching is paid because it motivates the teachers to complete the syllabus in time.

Table 4.3 shows that 81.9% of the respondents accepted that head teachers ensure that on top of Government salary, teachers receive PTA allowances. Only 7.7% disagreed. This is supported by what most head teachers said that they were requesting parents to contribute some money to motivate the teachers. One head teacher said *“We use the savings from the lunch fees paid by students to pay PTA allowances to the teachers”*. This however, poses a threat to the success of USE because some parents may not afford

to pay the money charged which may result into some students dropping out of school and others failing to join the school.

Table 4.3 further reveals that only 21% of the respondents agreed with the statement that head teachers mobilize funds for teachers transport allowances and the majority, 72.4% disagreed with the statement. This implies that in many schools head teachers do not consider teachers' transport allowances. This is confirmed by what many head teachers revealed during the face to face interviews. Majority of the head teachers stated that there is no budget provision for teachers' transport to and from school and back except when they are sent for special school duty.

The information from table 4.3 also indicated that 70.5% agreed that head teachers pay teachers off station allowance when they work outside school premises. Twenty percent (20%) of the respondents however disagreed with the statement. This implies that while majority of the head teachers pay off station allowances to teachers, in some schools head teachers' do not pay it. Majority of the head teachers concurred with the 70.5% claiming that they always give subsistence allowance when they send teachers for official duties outside school.

The table also reveals that 70.9% accepted that the head teachers request boards of governors to give teachers financial rewards when students perform well in their subjects. However, 23.3% disagreed. This implies that while majority of the head teachers struggle to motivate their staff to improve performance in their subjects, other head teachers do not bother. During the face to face interviews, head teachers said they always give financial rewards when students do well. One head teacher said "*we give money for*

each distinction to be shared by all members in the department.” This is meant to motivate the teachers to work hard and get more distinctions thus encouraging parents and students to like the school.

Table 4.4 Descriptive analysis of teachers’ responses on the non financial rewards

		Percent
The Head teacher has made arrangements for providing teachers with meals at school	Strongly disagree	6.5%
	Disagree	1.9%
	Agree	39.3%
	Strongly agree	52.3%
The Head teacher has convinced the Board to ensure that the school caters for teachers' accommodation.	Strongly disagree	29.2%
	Disagree	17.9%
	Undecided	14.2%
	Agree	20.8%
	Strongly agree	17.9%
The Head teacher sometimes allows teachers to transport their private items using the school van	Strongly disagree	26.4%
	Disagree	24.5%
	Undecided	17.9%
	Agree	22.6%
	Strongly agree	8.5%
The Head teacher has made arrangements for the school to assist in providing medical facilities for teachers and their families.	Strongly disagree	44.2%
	Disagree	26.0%
	Undecided	12.5%
	Agree	8.7%
	Strongly agree	8.7%
The Head teacher arranges in-service training for teachers.	Strongly disagree	10.5%
	Disagree	26.7%
	Undecided	9.5%
	Agree	41.0%
	Strongly agree	12.4%
The Head teacher arranges get together parties for teachers	Strongly disagree	9.3%
	Disagree	20.6%
	Undecided	8.4%
	Agree	42.1%
	Strongly agree	19.6%

Table 4.4 reveals that 91.6% of the respondents agreed that head teachers make arrangements for providing teachers with meals at school. Only 8.4% disagreed. This

was confirmed during the face to face interviews with head teachers, board chairpersons and PTA executive chairpersons who expressed that provision of break tea and lunch time meals was a basic necessity. One head teacher said *“There is a whole committee of staff welfare whose main purpose was to plan the weekly menu for the teachers”*. This implies that almost all USE schools in Kasese District were providing meals to teachers at school.

The information from table 4.4 also indicates that 38.7% agreed that head teachers have convinced the Boards of Governors to ensure that accommodation for teachers is catered for. On the contrary 47.1% disagreed and 14.2% were undecided on the matter. This implies that majority of the USE schools in Kasese district do not cater for teachers’ accommodation. There are however a good number of USE schools that provide for teachers’ accommodation. Those undecided could be in schools where accommodation is not provided and wondering whether the head teachers have ever tried to convince the boards of governors to provide accommodation.

Table 4.4 also reveals that only 31.1% of the respondents agreed that the head teachers sometimes allow teachers to transport their private items using the school vans and 50.9% disagreed. A good number of respondents (17.9%) remained undecided. This implies that in many USE schools which have school vans, head teachers do not allow teachers to use them for private property transportation. Some head teachers, however do allow their teachers to transport their property using the school vans. The respondents who are undecided could be from schools without school vans. The above position of the

respondents is supported by what head teachers said during the face to face interviews. One head teacher said *“we sometimes help teachers with the school van when they are shifting or give it to them at subsidized cost when they are carrying their building materials”*. Another head teacher said; *“The lorry committee decided never to give out the vehicle freely because the costs of repair are high and I can’t decide otherwise”*. One head teacher from a school without a school van said *“If we had it, we would be helping the teachers but we are incapacitated”*.

The information from the table also shows that only 17.4 agreed with the statement that head teachers have made arrangements for the schools to assist in providing medical facilities for teachers and their families. On the contrary 70.2% of the respondents disagreed with the statement implying that majority of the head teachers don’t put into consideration provision of medical facilities to teachers and their families. During the face to face interviews with head teachers, it was clearly indicated that many schools have no provision for medical facilities. One head teacher said *“we only attend to emergency cases; otherwise the teachers take care of the medical bills of their families as they do for family food stuffs.”*

From table 4.4, it can also be observed that 53.4% of the respondents agreed that head teachers make arrangements for in-service training for teachers. However, 37.2% disagreed with the statement. This means that while majority of the head teachers were arranging in-service training for their teachers, a good number was still reluctant to arrange the training. When asked during the face to face interviews, a good number of

head teachers talked of sponsoring science teachers for Secondary Science and Mathematics training (SESEMAT) and other trainings organized by the National Association of Secondary School Head teachers of Uganda (NASSHU) – Kasese branch. One head teacher said “*We have been spending millions of money sponsoring teachers of science and mathematics to go to Fort Portal every second term holidays to attend SESEMAT in-service training*”. It is however not clear what the head teachers have in stock for in-service training for teachers of Arts subjects.

The table also reveals that 61.7% of the respondents agreed that head teachers arrange get together parties for teachers. This means majority of the head teachers were motivating teachers using get together parties. A good number (29.9%) of the respondents however disagreed with this position meaning that some head teachers were not using get – together parties to motivate teachers. Such head teachers need to style up and utilize all the available means of motivating teachers including get- together parties if they are get attractive results from the teachers.

The respondents were also asked to mention other financial and non financial rewards that the school administration provides to teachers that were not provided for in the structured part of the questionnaire. The responses are summarized in Figure 4.1.

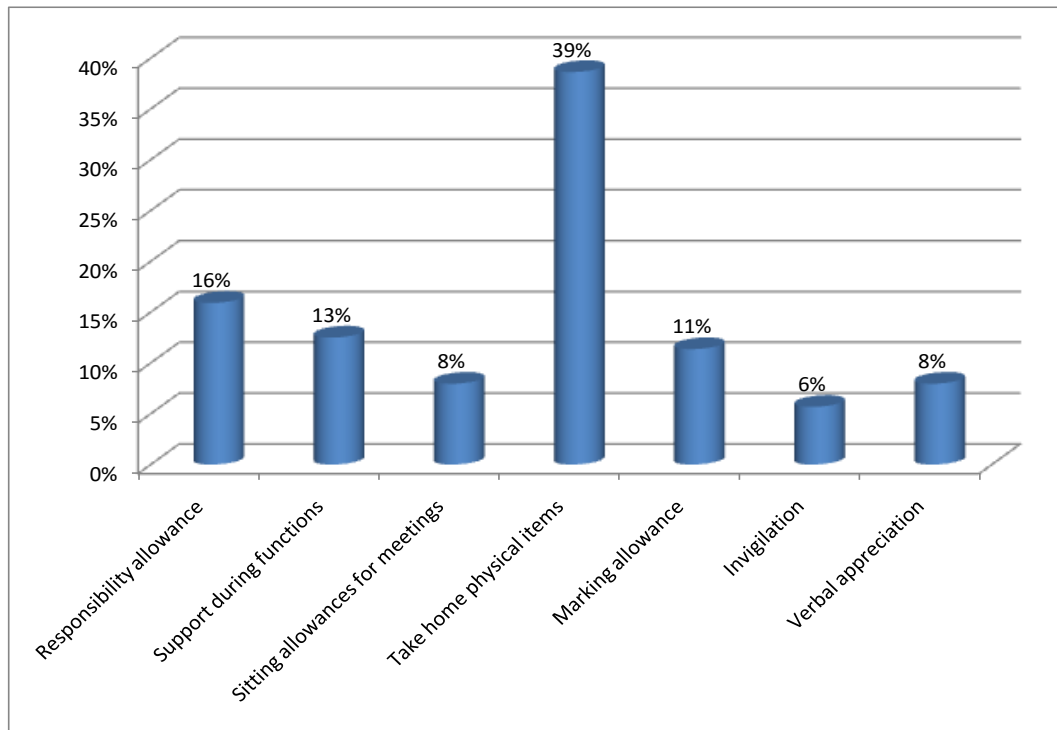


Figure 4.1: Other rewards that the school administrators provide to teachers.

When asked to mention other financial and non financial rewards that are provided to the teachers, the respondents mentioned a number of items indicated in Fig 4.1. They include take home physical items, followed by responsibility allowances, support during functions, marking allowances, sitting allowances for meetings and verbal appreciation and invigilation allowances. This implies that some schools were introducing a number of areas in which to motivate teachers. The respondents also suggested other rewards as follows: - transport allowances, child allowances for staff, accommodation allowances, medical allowances, soft loan scheme, extra load allowances and P.T.A allowances. Some of the items mentioned here were provided for in the structured part of the questionnaire. These could be suggestions from respondents whose schools don't provide them.

Table 4.5 Descriptive analysis of the teachers’ responses on the mode of supervision

		Percent
At the beginning of each school term, the Head teacher sets targets with the teachers	Strongly disagree	6.5%
	Disagree	5.6%
	Undecided	8.4%
	Agree	59.8%
	Strongly agree	19.6%
The Head teacher supervises lesson preparations (schemes of work, lesson notes, lesson plan, etc)	Strongly disagree	1.9%
	Disagree	18.7%
	Undecided	9.3%
	Agree	57.9%
	Strongly agree	12.1%
The Head teacher attends some of the lessons when teaching is on.	Strongly disagree	16.5%
	Disagree	32.0%
	Undecided	12.6%
	Agree	29.1%
	Strongly agree	9.7%
The Head teacher checks the books of students.	Strongly disagree	13.5%
	Disagree	18.3%
	Undecided	35.6%
	Agree	26.0%
	Strongly agree	6.7%
The Head teacher monitors involvement of teachers in co-curricular activities.	Strongly disagree	6.7%
	Disagree	13.3%
	Undecided	14.3%
	Agree	55.2%
	Strongly agree	10.5%
The Head teacher gives feed back to teachers after supervision	Strongly disagree	8.1%
	Disagree	13.1%
	Undecided	16.2%
	Agree	50.5%
	Strongly agree	12.1%
The Head teacher reprimands teachers who don't meet the expected targets.	Strongly disagree	3.8%
	Disagree	18.1%
	Undecided	18.1%
	Agree	49.5%
	Strongly agree	10.5%

Table 4.5 indicates that 79.4% of the respondents agreed that at the beginning of each school term, head teachers set targets with teachers and only 12.1% disagreed. This is in agreement with what most head teachers said during the face to face interview. One head teacher said *“in the beginning of term staff meeting, we agree with the teachers on what should be accomplished by the end of the term”*. Another head teacher said: *“Heads of department meet with members of their departments and make presentations to the whole staff at the beginning of term staff meeting where final decisions are taken”*.

Table 4.5 also reveals that 70% of the respondents agreed that head teachers supervise lesson preparations. However 20.6% disagreed. This means that while majority of the head teachers supervise lesson preparations, there is still a good number that does not supervise. This concurs with what most head teachers said during interview. One head teacher said: - *“We provide teachers with scheme books at the beginning of each term and do the necessary monitoring to ensure that they are utilized so that we get value for money”*. Other head teachers confessed that sometimes they are too busy to supervise.

Table 4.5 also indicates that while 38.8% agreed that head teachers attend some of the lessons when teaching is on, 48.5% disagreed. This implies that majority of the head teachers do not supervise lessons in progress. During the face to face interviews, the head teachers concurred with the information above saying that they were too busy with other administrative responsibilities and had little time to attend classes when teaching was on. One head teacher said: *“I delegate deputy head teachers and heads of department to*

carry out internal supervision as I concentrate on other office responsibilities". This means that the head teacher does not personally carry out internal support supervision.

The information in table 4.5 reveals further that while 32.7% of the respondents agreed that head teachers were checking the books of students, 31.8% disagreed. The biggest percentage, 35.6% of the respondents' remained undecided. The majority who were undecided may have not seen head teachers checking the books of students but were also not sure whether the head teachers were checking the books or not. Many head teachers who were interviewed said they lacked time to check the students' work. Others however, said they were sampling. One head teacher said; *"The big number of USE students with the corresponding cases of indiscipline coupled with accounting for USE funds and other day to day office duties can not leave a head teacher with enough time to check students' exercise books"*.

Table 4.5 also shows that 65.7% of the respondents agreed that head teachers were monitoring the involvement of teachers in co-curricular activities, however, 20% disagreed. This implies that while majority of the head teachers were following up the teachers involvement in co-curricular activities, some Head teachers were not monitoring it. This is in agreement with what most head teachers said during interviews that they always delegate deputy head teachers and games teachers and rely on their reports.

Table 4.5 also reveals that 62.6% of the respondents agreed that head teachers give feedback to teachers after supervision. On the other hand, 21.2% disagreed and 16.2 were

undecided. This means that majority of the head teachers were giving feed back to the teachers after supervision but there is still a big number which does not. The number which was undecided may never have been supervised and could not know whether the head teachers were giving feed back. During the interview with District and Municipal Education officers, they revealed that most head teachers were not carrying out complete supervision. They said however, a few of them were trying. The head teachers however said whenever they supervised a teacher, they conference with the teacher supervised after the lesson.

The information in table 4.5 also revealed that 60% of the respondents agreed that head teachers reprimanded teachers who fail to meet the expected targets. However 21.9 disagreed and 18.1 were undecided. This implies that while majority of the head teachers were reprimanding teachers who were failing to meet the agreed targets, a good number of head teachers were not administering the necessary punishment. The respondents, who remained undecided (18.1%), may have been meeting their targets and wondering whether the head teachers reprimand the non performing teachers because it is sometimes done in secret. Most head teachers who were interviewed said they were reprimanding teachers following the prescribed procedure. One head teacher said; *“we call the non performing teachers to the office and inform them of their weaknesses. When they continue with the same mistakes, we write warning letters and if the habit continues, we take them to the board disciplinary committee”*. Another head teacher said: *“We were forced to forward one teacher to the Ministry of Education and Sports because of gross*

indiscipline". This was to emphasize that Head teachers were reprimanding teachers who fail to meet the agreed targets.

When the respondents were asked to point out other methods of staff supervision that were being applied by head teachers, they identified the methods indicated in figure 4.2.

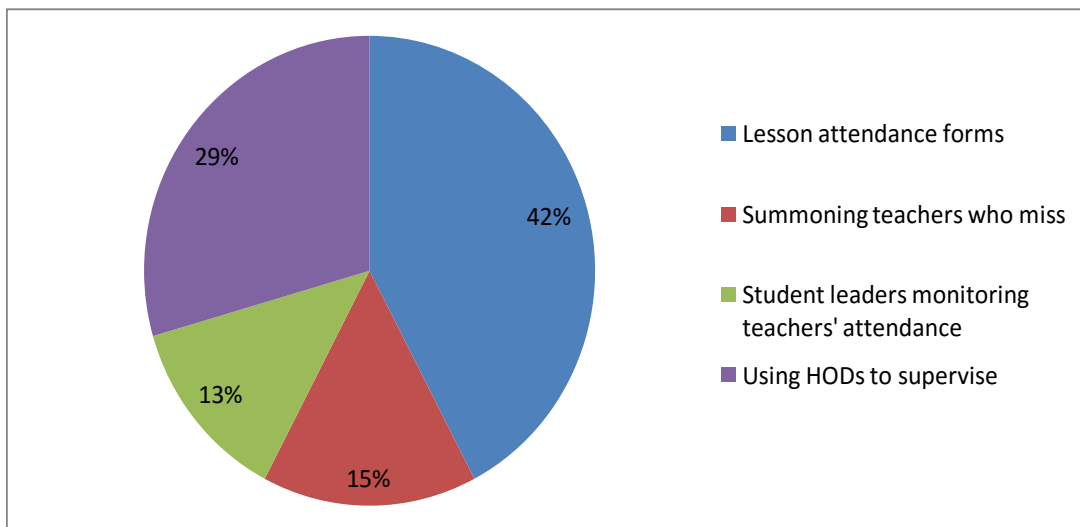


Figure 4.2 Other methods of staff supervision utilized by head teachers.

Majority (42%) of the respondents pointed out that lesson attendance forms were being used, 29% said that head teachers use heads of departments to supervise, 15% talked of head teachers summoning teachers who miss lessons and 13% said student leaders are also utilized to monitor teachers' attendance.

The respondents proposed other aspects of staff supervision that Head teachers can utilize as follows: - daily monitoring of the teaching and learning programme, delegation of responsibilities, reprimanding those who miss lessons and head teachers being in school

all the time. This implies that some head teachers are never in school to carry out the daily monitoring of the teaching and learning process. While the aspect of reprimanding those who miss was provided for in the instrument, some respondents suggested that it be introduced. These could be respondents from schools where teachers who miss lessons are not reprimanded.

Analysis of the relationship between administration of staff affairs and performance of USE programme.

The Pearson correlation coefficient was used to determine whether there is a linear relationship between administration of staff affairs and performance of USE. The results of the analysis are indicated in table 4.6.

Table 4.6: Correlation between administration of staff affairs and Performance of Universal Secondary Education Programme.

		Administration of staff affairs	Performance of USE
Administration of staff affairs	Pearson Correlation	1	.652(**)
	Sig. (2-tailed)		.000
	N	107	107
Performance of USE	Pearson Correlation	.652(**)	1
	Sig. (2-tailed)	.000	
	N	107	107

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

According to table 4.6, the correlation between administration of staff affairs and performance of Universal Secondary Education Programme was positive. This was indicated by the computed value of the Pearson correlation equal to 0.652. From the same table, the sig. value of the correlation was .000 which was less than .05 level of significance at which the null hypothesis was tested. This suggests that there is a statistically significant positive relationship between administration of staff affairs and performance of Universal Secondary Education hence the null hypothesis was rejected. This means that when staff affairs are effectively administered then high performance of Universal Secondary Education programme will be registered. On the other hand if staff affairs are poorly administered, then performance of Universal Secondary Education programme will be poor.

4.3.2 Objective 2: Administration of students' affairs and performance of Universal Secondary Education programme in Kasese District.

In this research, the dimensions of students' affairs were considered to be students' discipline and gender issues. These are analyzed in Table 4.7 and 4.8. The findings from qualitative data are presented hand in hand with the quantitatively generated data for comparative purposes. The Pearson correlation coefficient was used to determine the relationship between administration of students' affairs and performance of USE programme.

Table: 4.7 Descriptive analysis of the administration of students' discipline.

		Percent
The Head teacher ensures that the school rules and regulations are operational	Strongly disagree	3.8%
	Disagree	6.7%
	Undecided	6.7%
	Agree	43.8%
	Strongly agree	39.0%
The Head teacher ensures that the school has a functional students discipline committee	Strongly disagree	8.5%
	Disagree	6.6%
	Undecided	7.5%
	Agree	54.7%
	Strongly agree	22.6%
The Head teacher ensures that the school has a functional staff discipline committee	Strongly disagree	3.8%
	Disagree	7.5%
	Undecided	5.7%
	Agree	54.7%
	Strongly agree	28.3%
The Head teacher ensures that students who break rules and regulations are treated equally	Strongly disagree	1.9%
	Disagree	8.5%
	Undecided	13.2%
	Agree	57.5%
	Strongly agree	18.9%
The Head teacher has discouraged the use of corporal punishment in the school	Strongly disagree	2.9%
	Disagree	11.4%
	Undecided	16.2%
	Agree	51.4%
	Strongly agree	18.1%
The Head teacher has put in place an effective staff counseling and guidance team	Strongly disagree	10.4%
	Disagree	15.1%
	Undecided	12.3%
	Agree	48.1%
	Strongly agree	14.2%
The Head teacher consults staff and student leaders when dealing with cases involving suspension of students	Strongly disagree	3.8%
	Disagree	14.2%
	Undecided	16.0%
	Agree	47.2%
	Strongly agree	18.9%

Table 4.7 reveals that 81.8% of the respondents agreed that head teachers ensure that the school rules and regulations are operational. Only 10.5% disagreed. This means that majority of the head teachers were ensuring that the school rules and regulations were effective. This was in agreement with what most head teachers and students said during the face to face interview. One head teacher said; *“Each student is given a copy of the rules and regulations during admission and whenever one breaks any of them he is reminded to revise them and punished”*. The student leaders in one school had this to say; *“If there is anything that is effectively implemented in this school, it is the school rules and regulations”*. This means that the school rules and regulations are effectively followed and therefore help to control discipline.

Table 4.7 also indicates that 77.3% agreed that head teachers ensured that schools have functional students discipline committees but 15.1% disagreed. This means that while majority of the head teachers were positive on operations of students discipline committees, some head teachers were still negative. This was in agreement with what was said during face to face interviews. Majority of the head teachers said that *“involving students’ discipline committees eases pressure from the students.”* Student leaders in some schools however, said that they don’t have students’ discipline committees. They said; *“All discipline issues in this school are handled by the staff and board discipline committees”*. This implies that students are interested in the formation of their own discipline committees to work in collaboration with staff and board discipline committees.

Table 4.7 also reveals that majority of the respondents (83%) agreed that head teachers ensured that schools have functional staff discipline committees. Only 11.3% disagreed. This was in line with what both the Head teachers and student leaders said during the face to face interview. One head teacher said *“In this school, we have made it a point that the staff discipline committee meets at least once a month to consider discipline issues in the school and they must submit a report with the attendance list before I approve payment of their sitting allowances”*. The students’ leaders in one school said: *“The head teacher makes it a point that at every general assembly, the deputy head teacher administration who doubles as chairperson discipline committee informs the students of some of the discipline issues handled by the staff discipline committee”*. This implies that students are at least informed of what transpires in the staff discipline committee.

The information from the table also indicates that 76.4% of the respondents agreed that head teachers ensure that students who break rules and regulations are treated equally. Only 10.4% disagreed. This was in agreement with what most head teachers and students said during the face to face interviews. One head teacher said; *“When punishing students who have broken the school rules and regulations, both male and female students are treated equally. There is no privileged sex.”* Student leaders in one school said; *“Both male and female students in this school are given the same punishment if they break similar rules of the school”*. This is a good approach to discipline since it creates equality among students leading to students liking the school.

Table 4.7 also indicates that 69.5% of the respondents accepted that head teachers have discouraged the use of corporal punishments in schools and 14.3% disagreed. Majority of the head teachers interviewed also stated that they were working hard to implement the ministry policy of no corporal punishment in schools. On the contrary, majority of the student leaders interviewed said that corporal punishments were the order of the day in schools. Student leaders in one school said; *“All staff members in this school including the head teacher administer corporal punishments. They claim the ears of an African child are in his / her buttocks. Some use the Biblical quotation that ‘spare the rod and spoil the child’ ”*. This implies, according to the students, that although the Ministry of education and sports prohibits the use of corporal punishments, they are still common.

Table 4.7 also indicates that majority of the respondents (62.3%) agreed that head teachers have put in place effective staff counseling and guidance teams. However 25.5% disagreed. This implies that there are still a good number of head teachers who have not yet put in place effective teams for counseling and guiding students. During the face to face interviews, most head teachers said that they had appointed teachers responsible for career guidance. Student leaders in one school said: *“Career teachers were only concentrating on guiding students in terms of subject combinations and not attending to the social problems of students”*.

Table 4.7 also shows that majority of the respondents (66.1%) agreed that head teachers consult staff and student leaders when dealing with cases involving suspension of students. However 18% disagreed and 16% were undecided. This implies that while many Head teachers consult, there are still a good number of head teachers who do not consult teachers and students leaders when suspending students.

During the face to face interviews, while many head teachers claimed that they always consult teachers and students, majority of the student leaders said they always learn about students' suspensions at general assemblies or when parents come to collect them.

Table 4.8 Descriptive Analysis of administration of gender issues

		Percent
The Head teacher ensures that both boys and girls are fairly represented on the students leadership	Strongly disagree	3.0%
	Disagree	6.9%
	Undecided	5.0%
	Agree	51.5%
	Strongly agree	33.7%
The Head teacher has made arrangements to the effect that the school has separate latrines for boys and girls	Strongly disagree	4.9%
	Disagree	5.9%
	Undecided	2.9%
	Agree	39.2%
	Strongly agree	47.1%
The Head teacher ensures availability of special items for the girl child e.g. menstrual gear, incinerator, wash rooms etc.	Strongly disagree	6.7%
	Disagree	11.4%
	Undecided	13.3%
	Agree	41.9%
	Strongly agree	26.7%
The Head teacher ensures that health checks are periodically conducted	Strongly disagree	1.9%
	Disagree	5.7%
	Undecided	5.7%
	Agree	49.1%
	Strongly agree	37.7%
The Head teacher has guided the Board in making policies to ensure no sexual harassment	Strongly disagree	2.8%
	Disagree	3.8%
	Undecided	12.3%
	Agree	61.3%
	Strongly agree	19.8%
The Head teacher has put in place enough playing fields and ensures that games and sports for both sexes are catered for	Strongly disagree	9.5%
	Disagree	15.2%
	Undecided	11.4%
	Agree	51.4%
	Strongly agree	12.4%

Table 4.8 shows that 85.2% of the respondents agreed that head teachers ensured that both boys and girls are fairly represented on students' leadership. Only 9.9% of the respondents disagreed. This implies that in many government aided USE secondary

schools in Kasese District, gender balance in student leadership is being promoted. Both head teachers and students leaders who were interviewed also concurred with respondents that gender balance was being observed in the composition of student leadership.

Table 4.8 also reveals that majority of the respondents (86.3%) agreed that head teachers have made arrangements for the school to have separate latrines for boys and girls. Only 10.8% disagreed. This concurs with what head teachers and students said during face to face interviews. One head teacher said; *“When constructing latrines; we were mindful of the privacy of different sexes, especially the girl child”*. The student leaders from one school also said; *“The latrines for girls and boys are a good distance apart and when one is found in the section of the opposite sex, stern disciplinary action is taken against him or her”*.

The information from table 4.8 also indicates that 68.6% of the respondents agreed that head teachers ensure availability of special items for the girl child like menstrual gear, incinerator and wash rooms. 18.1% of the respondents however disagreed. This implies that while a big number of head teachers endeavoured to provide the special items for the girl child, there were still some head teachers not providing them.

Table 4.8 also reveals that a clear majority (86.8%) of the respondents agreed that head teachers ensured that health checks were periodically conducted. Only 7.6% disagreed. This is in agreement with what both head teachers and student leaders said during the

face to face interviews. One head teacher said *“We do not only check the girls for pregnancies; we also check and provide medicine for diseases like tetanus”*. The student leaders in one school said, *“Medical check up for girls is carried out twice a term. Those who miss it are sent home to collect parents / guardians and pay for special check up”*. This implies that most schools were serious with the issue health check for girls.

Table 4.8 also indicates that majority of the respondents (81.2%) agreed that head teachers guide the Boards in making policies that ensure no sexual harassment. Only 6.6% disagreed. This is in agreement with what head teachers and student leaders said during the face to face interview. One head teacher said: *“The teachers’ code of conduct is clear about teachers who harass students sexually and we can not save them”* The student leaders of one school said; *“If you are found with a female student in a dark corner, you are summarily dismissed”*. This means most USE schools in Kasese district were endeavoring to protect the girl child against sexual harassment to enable them stay in school and complete school thus trying to achieve the objective of universal secondary education programme.

Table 4.8 also reveals that 63.8% agreed that head teachers have put in place playing fields that cater for the interests of both boys and girls and ensured that games and sports for both sexes in place but 24.7% disagreed. This means that while majority of the head teachers have catered for both sexes in terms of games and sports, a good number of head teachers have not put in place playing fields and games catering for both sexes. The student leaders interviewed agreed that schools have put in place games and sports that

cater for both sexes. Student leaders in one school said; *“in this school we have football for both boys and girls, we have volleyball for both boys and girls and netball for girls.*

This implies that in many USE schools in Kasese district, head teachers were ensuring that the sports and games interests of both sexes are catered for.

The respondents revealed other gender issues that affect performance of USE programme as follows: - early marriages and early pregnancies were being responsible for the students not completing school. Other factors mentioned by respondents that affect Universal Secondary Education Programme are: over – exaggeration of student’s rights, automatic promotion, and absenteeism, escaping from school and the policy on students’ lunch. These factors, according to the teachers, require urgent attention.

Analysis of the relationship between administration of students’ affairs and performance of USE programme.

The Pearson correlation coefficient was used to determine whether there is a linear relationship between administration of students' affairs and performance of USE. The results of the analysis are indicated in table 4.9

Table 4.9: Correlation between administration of students' affairs and Performance of Universal Secondary Education Programme.

		Administration of students' affairs	Performance of USE
Administration of students' affairs	Pearson Correlation	1	.669(**)
	Sig. (2-tailed)		.000
	N	107	107
Performance of USE	Pearson Correlation	.669(**)	1
	Sig. (2-tailed)	.000	
	N	107	107

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

According to table 4.9, the correlation between administration of students' affairs and performance of USE was positive. This was indicated by the computed value of the Pearson correlation equal to 0.669. Table 4.9 also indicates the sig. value of the correlation as .000 which was less than .05 level of significance at which the null hypothesis was tested. This suggests that there is a statistically significant positive relationship between administration of students' affairs and performance of Universal Secondary Education Programme thus the null hypothesis was rejected. This means that when students' affairs are properly administered, performance of Universal Secondary Education programme will be high. On the other hand if students' affairs are poorly administered, then performance of Universal Secondary Education programme will be poor.

4.3.3. Objective 3: Administration of financial resources and performance of Universal Secondary Education Programme in Kasese District.

The dimensions of financial resources in this study were considered to be school budget preparation and expenditure control measures. The findings are presented in tables 4.10 and 4.11. The findings from qualitative data are presented hand in hand with the quantitatively generated data for comparative purposes. The Pearson correlation coefficient was used to determine the relationship between administration of financial resources and performance of Universal Secondary Education programme.

Table 4.10: Descriptive analysis of teachers’ responses on budget preparation.

		Percent
Ensures that the school has an approved budget at the beginning of first term each year	Strongly disagree	6.6%
	Disagree	2.8%
	Undecided	8.5%
	Agree	48.1%
	Strongly agree	34.0%
Ensures that the Board, parents, teachers & students are involved in budget making	Strongly disagree	6.6%
	Disagree	6.6%
	Undecided	14.2%
	Agree	47.2%
	Strongly agree	25.5%
Ensures that the budget addresses mainly issues of improving students' welfare and performance.	Strongly disagree	1.9%
	Disagree	9.5%
	Undecided	15.2%
	Agree	54.3%
	Strongly agree	19.0%
Guides budgeting team to ensure that the budget provides for the increasing number of students.	Strongly disagree	3.8%
	Disagree	8.6%
	Undecided	12.4%
	Agree	54.3%
	Strongly agree	21.0%
Ensures that the budget takes care of specific gender issues.	Strongly disagree	4.7%
	Disagree	8.5%
	Undecided	36.8%
	Agree	38.7%
	Strongly agree	11.3%

Table 4.10 reveals that 82.1% of the respondents agreed that head teachers ensured that schools have approved budgets at the beginning of first term each year and only 9.4% disagreed. This means that majority of the schools have their budgets prepared in time. This was in agreement with what Head teachers said during the face to face interviews. One Head teacher said: *“In this school, the budget is approved by the Board either in*

December or January and submitted to the Ministry in February each year". The emphasis here was that there is a budget timeline which is adhered to.

Table 4.10 also indicates that only 13.2% of the respondents agreed that head teachers ensure that all key stakeholders (board, parents, teachers and students) are involved in budget making. On the other hand 72.7% of the respondents disagreed. It is clear here that majority of the schools don't involve all stake holders in budget preparation. Some head teachers interviewed however claimed that they have budget cycles involving all stake holders. One Head teacher said: *"Our budget process starts with staff finance committee which prepares the draft, the staff budget conference discusses the draft, the parents representatives discusses it in details and reports to the annual general meeting, the Board finance committee with student leaders representatives then discusses it and passes it to the Board for approval."* Most student leaders interviewed however said that they are not always involved in budget preparation. Student leaders in one school said: *"We are only informed of the fees we are supposed to pay but not involved in budget preparation"*. It is important that head teachers apply the team leadership theory by involving all stake holders in budget formulation if they are to attract students to the school and reduce the level of attrition.

Table 4.10 also indicates that 73.3% agreed that head teachers ensured that issues pertaining improvement of students welfare and performance take an upper hand. Only 11.4% disagreed. This means that most head teachers are concerned about students' welfare and performance. Most Head teachers interviewed concurred with this view. One

Head teacher said: *“In a school system, the client and main stake holder whose interest must be cared for first is the student...we are because they are”*. This implies that head teachers recognize the fact that the students’ interests must take the biggest share of the budget if the objectives of USE are to be realized.

The information from table 4.10 also reveals that 75.3% of the respondents agreed that head teachers always guide budgeting teams to ensure that budgets put into consideration the increasing number of students but 12.4% of the respondents disagreed. This means that majority of the head teachers are mindful of the ever increasing number of students under USE. Most head teachers interviewed concurred with this saying that capitation grant for USE, though little is meant to improve learning facilities for the ever increasing number of students.

The information from table 4.10 also shows that 50% of the respondents agreed that Head teachers ensured that the budget takes care of specific gender issues. However, 13.2% disagreed and 36.8% were undecided. This means that while a good number of schools were mindful of gender concerns while preparing their budgets, some schools were not taking gender issues in the budget serious. The big number of the undecided could have been from the one single sex school that was included in the study and those whose schools do not involve all stake holders in the budget process.

Table 4.11: Descriptive analysis of teachers’ responses on expenditure control

		Percent
The head teacher ensures that expenditure priority areas are those that address students learning and welfare	Strongly disagree	1.0%
	Disagree	8.7%
	Undecided	13.5%
	Agree	61.5%
	Strongly agree	15.4%
The head teacher ensures that proper procurement procedures are followed.	Strongly disagree	1.9%
	Disagree	6.7%
	Undecided	15.4%
	Agree	50.0%
	Strongly agree	26.0%
All stakeholders in the school are satisfied with the way capitation grant is administered	Strongly disagree	4.9%
	Disagree	12.6%
	Undecided	36.9%
	Agree	32.0%
	Strongly agree	13.6%
The staff and board finance committees check to ensure that money is spent as budgeted	Strongly disagree	2.9%
	Disagree	13.5%
	Undecided	26.9%
	Agree	41.3%
	Strongly agree	15.4%
The head teacher ensures that money paid by parents is spent on items for which it is paid	Strongly disagree	2.9%
	Disagree	4.8%
	Undecided	16.3%
	Agree	57.7%
	Strongly agree	18.3%

Table 4.11 indicates that 76.9% of the respondents agreed that head teachers ensured that expenditure priority areas are those that concern students learning and welfare. Only 9.7% disagreed. This means that most schools take students academic performance and welfare seriously. This concurs with the responses of most head teachers during the interviews. They indicated that the current academic competitions between and among schools have forced them to turn most school resources on academic improvement. One Head teacher also said: *“Most students’ unrests stem from welfare issues like meals, so schools ensure that a good percentage of the expenditure goes on students’ welfare”*. Improving students’ welfare reduces drop out rate and encourages many students to join the school.

On the question of whether Head teachers ensure that proper procurement procedures involving the stakeholders are followed, table 4.11 reveals that 76% of the respondents agreed and only 8.6% disagreed. This implies that most schools have been following proper procurement procedures that are all inclusive. During the face to face interview with Head teachers, majority of them concurred with this finding saying that they have to abide by the requirements of the Public Procurement and Disposal of Public Assets guidelines for schools.

On the issue of whether all stakeholders in the school are satisfied with the way capitation grant is managed, table 4.11 shows that 45.6% agreed, 17.5 disagreed and a big number, 36.9 remained undecided. This means that in many schools the teachers do not know much about capitation grant which is total disregard of the USE policy guidelines.

Majority of the student leaders interviewed also concurred with the teachers saying that head teachers don't display the money received and its expenditure on the notice boards as required by the USE guidelines. Head teachers interviewed however claimed that they always involve the staff contracts and procurement committees in spending capitation grants. The problem however may be that they don't disclose the amount of capitation grant received and may not tell the committees the source of money for the items being procured since schools have other sources of income. The Kasese Municipality and the District Education officers said that most school unrests emanate from lack of financial transparency on the side of head teachers.

As to whether the staff and board finance committees check to ensure that money is spent as budgeted, the information in table 4.11 indicates that 56.7% of the respondents agreed and 16.4% disagreed. This implies that while majority of the schools have their staff and Board finance committees involved in finance management, a good number of USE schools still have their committees kept ignorant as far as budget management is concerned. Head teachers interviewed said that these committees are involved during quarterly meetings.

The respondents were also asked whether Head teachers ensure that money paid by parents is spent on items for which it is paid. The responses in table 4.11 indicate that 76% agreed and only 7.7% disagreed. This means that majority of the schools have implemented the requirement of the Education Act that parents are free to contribute to solve an emergency implying that such money should not be diverted. Most chairpersons

of P.T.A interviewed agreed with this claiming that the income and expenditure of the P.T.A funds is closely monitored by the PT.A executives since the chairpersons and treasurers of PTA are signatories to the accounts and have to account to the rest of the parents hence ensure no diversion of P.T.A. funds.

The respondents were asked to identify other issues of concern that affect finance resource administration in USE schools. Majority identified late release of capitation grant, followed by fees defaulting, misallocation of funds, inflation which affects school budgets and inactive school finance committees (SFC).

Analysis of the relationship between administration of financial resources and performance of USE programme.

The Pearson correlation coefficient was used to determine whether there is a linear relationship between administration of financial resources and performance of USE. The results of the analysis are indicated in table 4.12.

Table 4.12: Correlation between administration of financial resources and Performance of Universal Secondary Education Programme.

		Administration of financial resources	Performance of USE
Administration of financial resources	Pearson Correlation	1	.678(**)
	Sig. (2-tailed)		.000
	N	107	107
Performance of USE	Pearson Correlation	.678(**)	1
	Sig. (2-tailed)	.000	
	N	107	107

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

Table 4.12 shows that the correlation between administration of finance resources and performance of Universal Secondary Education Programme was positive. This was indicated by the computed value of the Pearson correlation equal to 0.678. The same table indicates that the sig. value of the correlation was .000 which was less than .05 level of significance at which the null hypothesis was tested. This implies that there is a statistically significant positive relationship between administration of finance resources and performance of Universal Secondary Education Programme hence the null hypothesis was rejected. This means that when finance resources are effectively and efficiently administered, high performance of Universal Secondary Education programme will be registered. On the contrary, if finance resources are poorly administered, performance of Universal Secondary Education programme will be poor.

CHAPTER FIVE

SUMMARY, DISCUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher presents a summary of the findings, discussions, conclusions, recommendations, limitations and suggests areas for further research. The study was set to investigate the effect of school administration on performance of Universal Secondary Education programme in Kasese District. The specific objectives of this study were: - to assess how administration of staff affairs affect the performance of Universal Secondary Education programme in Kasese District; to find out how administration of students affairs affect performance of Universal Secondary Education programme in Kasese District; and to establish how administration of financial resources affects performance of Universal Secondary Education Programme in Kasese District.

5.1 Summary of findings

Majority of the respondents in this study were males and very few were females. The researcher found out that girls in Kasese district rarely go beyond “A” level due to pregnancies and early marriages which accounts for the gender imbalance among the respondents.

The findings of the study show that there is a significant positive relationship between administration of staff affairs and performance of Universal Secondary Education

programme. This implies that when staff affairs are effectively administered then high performance of Universal Secondary Education programme will be registered. Teachers will be happy and attract students hence increased access and retention. On the other hand if staff welfare is not effectively administered, teachers' morale will be low leading to poor service delivery hence discouraging students resulting into reduced access and retention.

It was also found out from the study that there is a significant positive relationship between administration of students' affairs and performance of Universal Secondary Education Programme. This means that when students discipline and gender issues are properly attended to then old students will not want to leave the school (retention) and new students will join the school (increased access). On the other hand if students' discipline and gender issues are poorly handled, the drop out rate may be high and other students may not wish to join such a school leading to low retention and poor equitable access.

The study also found out that there is a significant positive relationship between administration of finance resources and performance of Universal Secondary Education programme meaning that when finance resources are effectively and efficiently administered, parents and students will be happy leading to high enrollment and retention. On the other hand, if the stakeholders are not satisfied with the way financial resources are administered, enrollment will be low hence failing the objective of USE.

5.2 Discussion of findings

In this sub section, the researcher discusses the findings objective by objective.

5.2.1 Objective 1: Administration of staff affairs and performance of Universal Secondary Education programme in Kasese District.

The dimensions considered in this objective were financial and non financial rewards and supervision of staff. The results of the study indicated that there is significant positive relationship between administration of staff affairs and performance of Universal Secondary Education programme. This implies that when teachers' financial and non financial needs are effectively attended to and there is proper staff supervision, then high performance of Universal Secondary Education programme will be registered. On the other hand, if school administrators ignore genuine financial and non financial demands of the teachers, then the intended objectives of USE will not be realized. Similarly if head teachers do not adequately supervise staff, then effective teaching and learning will not take place leading to students dropping out and parents losing interest in USE schools. The findings concurs with what was stated in the Uganda Government white paper on education (1992) that no education system is better than the quality of its teachers implying that teachers have a big stake in the success of USE and need to be motivated to do quality work. The findings also agree with Rutina (2010) who asserts that financial and non financial rewards improve performance. Uganda national teachers union also supports this view as indicated in its open letter to the ninth parliament (Daily monitor, May 19, 2011) stating that if Uganda is serious about quality education for all, she needs to get serious about the living and working environments of teachers. The Poor working

and learning conditions can lead to students leaving school, especially the girl child. From the foregoing information, it is clear that if staff welfare issues are not adequately attended to, then equitable access and retention in USE schools may not be achieved.

5.2.2 Objective 2: Administration of students' affairs and performance of Universal Secondary Education programme in Kasese District.

The dimensions of student affairs considered in this study were students' discipline and gender issues. The findings of the study indicated that there is a significant positive relationship between administration of students' affairs and performance of Universal Secondary Education Programme. This means that when school administrators handle discipline cases to the satisfaction of the students by setting and making effective use of students discipline committees, equal treatment of those who break the school rules and regulations, burning corporal punishments, consulting staff and student leaders whenever a student is supposed to be suspended from school and establishing a functional counseling and guidance team / office, then they will register high equitable access and retention of students in USE schools.

Controlling students' discipline requires school leadership to form positive relationships with students. The findings agree with the OECD background report – Ireland which holds that it is through the building of wholesome, respectful and supportive relationships between students and their teachers that much that is conducive to good discipline are accomplished (OECD, 2007). Kiumi, Bosire & Sung (2009) also concurs with the study findings that levels of students' discipline depend on whether the principal- as the chief executive of the school enlists the support of teachers and parents in discipline

management. This implies that managing behaviors and expectations of students in USE schools which are drastically growing in number requires the head teacher to work with and through teachers and parents.

Ajowi & Simatwa (2010) agrees with the view that corporal punishment should be abolished and alternative methods of handling students discipline introduced. They observe that the disciplinary methods used to solve disciplinary cases in schools were mainly physical punishments and guidance was minimally used in schools. This was in agreement with the findings of Kanumbi (1996); Owiti (2001) who maintained that unrest in schools could be a spontaneous response to deeply rooted frustrations and feelings of powerlessness that need strong guidance and counseling. In line with this observation, the Ministry of Education and Sports in Uganda was forced to issue out a circular to schools on prohibition of corporal punishment (MoES, 2006). Attaining equitable access and retention of students which are advocated for by the USE policy guidelines (2008) calls for application of Belbin's team leadership strategy as opposed to solo leadership while handling students discipline issues (Bolden, et al, 2003).

The findings of the study also suggest that gender issues should be considered in all aspects of the school. According to the study findings, equitable access and retention in USE schools heavily depends on gender considerations such as both boys and girls being fairly represented on students' leadership committees, having separate latrines for boys and girls, putting in place facilities and programmes that handle the special nature of the girl child like incinerators, changing rooms, availing menstrual gear and organizing

medical check up, ensuring no sexual harassment and arranging games and sports activities that cater for both boys and girls.

Tembon and Fort (2008) supports the findings of the study advocating for promotion of girls education. They quote various works which present case for promoting girls' education: The social benefits of women's schooling are significant, especially in developing countries (Herz & Sperling, 2004; Schultz, 2002, Watson, 2005). For example, it is stated that a year of schooling for girls reduces infant mortality by 5 to 10 percent (Schultz, 1993). Children of mothers with five years of primary education are 40 percent more likely to live beyond age 5 (summers, 1994). Aware of the above social benefits that accrue from girls' education, it is important that all stakeholders in education effectively address gender concerns that may hinder access and retention for girls in USE schools.

5.2.3 Objective 3: Administration of financial resources and performance of Universal Secondary Education in Kasese District.

In this study, the dimensions of financial resources were taken to be school budget preparation and expenditure control measures. The findings of the study indicated that there is a positive relationship between administration of finance resources and performance of Universal Secondary Education Programme. This means that if school administrators prepare budgets in time, involves other stake holders in budget preparation, ensure that the budget addresses issues of improving students welfare and performance and takes care of salient gender issues, then parents and learners will be

attracted to the schools and students who join will stay in the schools hence achieving equitable access and retention.

The study findings also indicate that if equitable access and retention are to be realized, school administrators must ensure that expenditure priority areas are those that concern students learning and welfare, utilize proper procurement procedures that are inclusive, utilize students', staff and Board finance committees to verify expenditures and ensure that money paid by parents is spent on items for which it is paid. The International Institute for Education Planning (UNESCO, 2006) agrees with the findings of the study emphasizing the importance of involving all stakeholders in education funding decisions. According to the institute, involving stakeholders ensures that resources are used in the interest of all learners, and minimizes unintended consequences on the national education system. This agrees with the guidelines on policy planning roles of each and every stakeholder in the implementation of USE (2008). It gives break downs of how the money should be allocated to make it easy for all stakeholders to actively participate in allocating USE funds.

The findings of the study agree with Belbin (1993) who postulates that whatever amount of strength one has in terms of useful and appreciated attributes, he/she also has remarkable weaknesses which he referred to as allowable weaknesses. Team leadership is therefore called for when budgeting for school financial resources because no one has a monopoly of knowledge.

Uganda's Education Act (2008) agrees with the findings of the study that schools must put in place clear systems of expenditure control. The Act directs head teacher to present financial statements at ordinary meetings of boards of governors and final balance sheets and auditors' reports for annual accounts at annual general meetings.

In line with the findings of the study, the public procurement and disposal of public assets authority, in a bid to ensure transparency and focused procurement in schools, designed special guidelines for procurement and disposal of public assets in schools (PPDA, 2007). A prudent school leader that is inclined to the Team leadership theory will always ensure transparency in procurement and disposal of school assets by involving the student leaders, teachers, parents' management committees and the Board of Governors. This will result into teachers loving their work, parents and students liking the school leading to high equitable enrolment (access) and reduced drop out rate (retention).

5.3 Conclusions

The conclusions were based on the findings of the study objective by objective.

5.3.1 Objective 1: Administration of staff affairs and performance of USE.

The results of the study indicated that there is a significant positive relationship between administration of staff affairs and performance of Universal Secondary Education programme in government aided schools in Kasese district. It can therefore be concluded that when staff affairs are effectively administered, high performance of Universal Secondary Education programme will be registered meaning that equitable access and

high retention levels will be achieved. On the other hand if staff affairs are poorly administered, then equitable access will not be achieved and retention level will be low.

5.3.2 Objective 2: Administration of students' affairs and performance of USE.

The results of the study indicated that there is a significant positive relationship between administration of students' affairs and performance of Universal Secondary Education programme in government aided schools in Kasese district. It can therefore be concluded that when students' affairs are properly administered, high performance of Universal Secondary Education programme will be registered implying that equitable access and high retention levels will be achieved. On the other hand if students' affairs are poorly administered, then equitable access will not be achieved and retention level will be low.

5.3.3 Objective 3: Administration of financial resources and performance of USE.

The results of the study indicated that there is a significant positive relationship between administration of financial resources and performance of Universal Secondary Education programme in government aided schools in Kasese district. It can therefore be concluded that when financial resources are efficiently and effectively administered, then high performance of Universal Secondary Education programme will be registered meaning that equitable access and high retention levels will be achieved. On the other hand if financial resources are poorly administered, then equitable access will not be achieved and retention level will be low.

5.4 Recommendations

In this sub section, the researcher makes recommendations of what can be done by the various stakeholders to improve performance of Universal Secondary Education programme in government aided schools in Kasese district and Uganda in general. The recommendations are made basing on the objectives of the study.

5.4.1 Objective 1: Administration of staff affairs and performance of USE.

Basing on the study findings that there is a significant positive relationship between administration of staff affairs and performance of Universal Secondary Education Programme in government aided schools in Kasese district, the researcher made the following recommendations:

Head teachers and government should always listen and attend to genuine financial and non financial requests of the teachers and ensure that they are adequately supervised. The government should appreciate the rising cost of living in Uganda and pay a living wage to the teachers to motivate them to work hard for the success of USE. The Ministry of education and sports should design a system of reporting on internal support supervision (ISS) by head teachers and since the staff of the directorate of education standards (DES) is thin on the ground, the District and Municipal education officers should be mandated to monitor Internal Support Supervision carried out by head teachers.

5.4.2 Objective 2: Administration of students' affairs and performance of USE.

Since the findings of the study indicate that there is a significant positive relationship between administration of students' affairs and performance of Universal Secondary Education programme in government aided schools in Kasese district, the following recommendations were made:

To reduce students' unrest in schools, Head teachers should establish functional students disciplinary committees or students courts which should be sensitized and consulted from time to time when dealing with students discipline issues. The MoES should ensure that corporal punishment is abolished in schools by including it in the education Act and ensuring that teachers are sensitized on alternative methods of dealing with students' discipline. Since the issue of students not having lunch has been identified in the study as a source of indiscipline, the Ministry of Education and Sports could recommend appropriate charges and issue policy guidelines on payment for lunch so that it can be centrally prepared at school. On gender, schools' boards of governors with head teachers' guidance should formulate school based gender policies that take into account the school environment. In addition, the Ministry of education and sports should arrange regional workshops on gender mainstreaming.

5.4.3 Objective 3: Administration of financial resources and performance of USE.

Judging from the findings of the study that there is a significant positive relationship between administration of financial resources and performance of Universal Secondary

Education programme in government aided schools in Kasese district, the researcher made the following recommendations:

The Ministry of education and sports should prepare and issue clear policy guidelines on the budgeting process so that all schools are forced to involve stakeholders in budget preparation. Head teachers should adhere to the schools' customized guidelines on public procurement and disposal of public assets issued by the PPDA for transparency and building confidence from parents and students leading to increased access and retention.

5.5 Limitations to the study

While conducting the study the researcher had the following limitations:

Since the study was time bound, the researcher could not include a big sample of USE schools. In addition, only the cross-sectional survey method of data collection could be used because data had to be collected in a short period of time.

The long distance from Kasese, the researcher's work station area, to Uganda Management Institute coupled with the fact that UMI no longer facilitate work based supervisors, made it difficult for the researcher to consult the supervisors frequently thus making it hard to complete in time.

5.6 Areas for further research

In view of the study findings, the researcher suggested the following areas for further research:

Universal Secondary Education Programme in Public Private Partnership (PPP) schools in Uganda.

Critical success factors in the implementation of Universal Secondary Education Programme in Uganda.

Stake holders' roles in the implementation of Universal Secondary Education Programme in Uganda.

Gender mainstreaming issues in the implementation of USE and Universal Post O' Level Education and Training (UPOLET).

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APPENDICES

Appendix I: Krejcie and Morgan's (1970) Table For Determining Sample Sizes

For Finite Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2,800	338
15	14	110	86	290	165	850	265	3,000	341
20	19	120	92	300	169	900	269	3,500	346
25	24	130	97	320	175	950	274	4,000	351
30	28	140	103	340	181	1,000	278	4,500	354
35	32	150	108	360	186	1,100	285	5,000	357
40	36	160	113	380	191	1,200	291	6,000	361
45	40	170	118	400	196	1,300	297	7,000	364
50	44	180	123	420	201	1,400	302	8,000	367
55	48	190	127	440	205	1,500	306	9,000	368
60	52	200	132	460	210	1,600	310	10,000	370
65	56	210	136	480	214	1,700	313	15,000	375
70	59	220	140	500	217	1,800	317	20,000	377
75	63	230	144	550	226	1,900	320	30,000	379
80	66	240	148	600	234	2,000	322	40,000	380
85	70	250	152	650	242	2,200	327	50,000	381
90	73	260	155	700	248	2,400	331	75,000	382
95	76	270	159	750	254	2,600	335	100,000	384

(Source: Amin, 2005)

Appendix II: Questionnaire for teachers of schools implementing USE programme

Topic: School administration and performance of universal secondary education (USE) programme in Kasese District-Uganda

Dear Respondent,

I am Benson Kule Baritazale, a student of Uganda Management Institute (UMI).

I am conducting a study on the above topic which is in partial fulfillment of the requirements for the award of Masters Degree in Management Studies (PAM).

You are kindly requested to answer all questions in this questionnaire. Kindly answer these questions as honestly as possible. Your responses will be used only for this research and confidentially. You are free not to write your name on the questionnaire. Respond by ticking the correct alternative or filling in the blank space.

SECTION A: Background information

1) Name of School _____

2) Sex of respondent (a) Male (b) Female

3) Age 1) Below 20 years

2) 21 – 30 years

3) 31 – 40 years

4) 41 – 50 years

5) 51 and above

4) Marital status

- 1) Married
- 2) Single
- 3) Widow(er)
- 4) Others specify _____

5) Level of education

- 1) Secondary
- 2) Grade V
- 3) Graduate
- 4) Any other (please specify)

6) Time spent in the teaching profession (state in years)

7) For how long have you worked with this school?

- 1) Less than 2 years
- 2) 2 – 5 years
- 3) 6 years and above

SECTION B: ADMINISTRATION OF STAFF AFFAIRS AND PERFORMANCE OF USE

Staff motivation and performance of USE programme.

Please show the extent to which you agree with each of the statements by selecting an alternative of your choice.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

	Financial Rewards/ Motivation	5	4	3	2	1
1.	The head teacher ensures that teachers are paid housing allowances					
2.	The head teacher ensures that teachers are given allowances for remedial teaching					
3.	The head teacher ensures that on top of government salary, teachers are given PTA allowance					
4.	The head teacher mobilizes funds for teachers transport allowance					
5.	The head teacher pays teachers off station allowance when they work outside the school					
6.	The head teacher requests the Board to give teachers financial rewards when students perform well in their subjects					
	Non Financial Rewards/ Motivation	5	4	3	2	1
7.	The head teacher has made arrangements for providing teachers with meals at school					
8.	The head teacher has convinced the Board to ensure that					

	the school caters for teachers' accommodation.					
9.	The head teacher sometimes allows teachers to transport their private items using the school van	5	4	3	2	1
10.	The head teacher has made arrangements for the school to assist in providing medical facilities for teachers and their families.					
11.	The head teacher arranges in – service training for teachers.					
12.	The head teacher arranges get together parties for teachers					

i) Mention other financial and non financial rewards that the school administration is providing to

Staff

a)

b)

ii) Suggest other financial and non financial rewards not mentioned above that the school should provide to motivate staff.

a)

b)

Staff supervision and performance of USE programme

Express your opinions by selecting the alternative of your choice as follows:

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

	Mode of supervision carried out	5	4	3	2	1
1.	At the beginning of each school term, the head teacher sets targets with the teachers					
2.	The head teacher supervises lesson preparations (schemes of work, lesson notes, lesson plan, etc)					
3.	The head teacher attends some of the lessons when teaching is on.					
4.	The head teacher checks the books of students.					
5.	The head teacher monitors involvement of teachers in co-curricular activities.					
6.	The head teacher gives feed back to teachers after supervision					
7.	The head teacher reprimands teachers who don't meet the expected targets.					

What other methods of staff supervision have the head teacher been utilizing to improve staff performance?

i)

ii)

Mention other aspects of staff supervision that the head teacher can utilize to improve staff performance.

i)

ii)

SECTION C: ADMINISTRATION OF STUDENTS AFFAIRS AND PERFORMANCE OF USE.

You are requested to tick the suitable alternative in the table:

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Administration of students Discipline		5	4	3	2	1
1.	The head teacher ensures that the school rules and regulations are operational					
2.	The head teacher ensures that the school has a functional students discipline committee					
3.	The head teacher ensures that the school has a functional staff discipline committee					
4.	The head teacher ensures that students who break rules and regulations are treated equally					
5.	The head teacher has discouraged the use of corporal punishment in the school					
6.	The head teacher has put in place an effective staff					

	counseling and guidance team					
7.	The head teacher consults staff and student leaders when dealing with cases involving suspension of students					
	Administration of gender Issues	5	4	3	2	1
8.	The head teacher ensures that both boys and girls are fairly represented on the students leadership					
9.	The head teacher has made arrangements to the effect that the school has separate latrines for boys and girls					
10.	The head teacher ensures availability of special items for the girl child e.g. menstrual gear, incinerator, wash rooms etc.					
11.	The head teacher ensures that health checks are periodically conducted					
12.	The head teacher has guided the Board in making policies to ensure no sexual harassment					
13.	The head teacher has put in place enough playing fields and ensures that games and sports for both sexes are catered for					

Give any other information on administration of students' discipline that affects performance of USE programme in the school.

- i)
- ii)

Mention other gender issues that affect performance of USE programme in the school

- i)
- ii)

SECTION D: ADMINISTRATION OF FINANCE RESOURCES AND PERFORMANCE OF USE

Select the most suitable alternative by ticking the box of your choice

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

	School Budget Preparation	5	4	3	2	1
1.	The head teacher ensures that the school has an approved budget at the beginning of first term each year					
2.	The head teacher ensures that the Board, parents, teachers & students are involved in budget making					
3.	The head teacher ensures that the budget addresses mainly issues of improving students' welfare and performance.					
4.	The head teacher guides budgeting team to ensure that the budget provides for the increasing number of students.					
5.	The head teacher ensures that the budget takes care of specific gender issues.					

	Expenditure control measures	5	4	3	2	1
6.	The head teacher ensures that expenditure priority areas are those that concern students learning and welfare					
7.	The head teacher ensures that proper procurement procedures involving the relevant stakeholders are followed.					
8.	All stakeholders in the school are satisfied with the way capitation grant is administered					
9.	The staff and Board finance committees check the head teacher to ensure that money is spent as budgeted					
10.	The head teacher ensures that money paid by parents is spent on items for which it is paid					

Mention any other issue of concern that affects finance resource administration in the school

i)

ii)

Appendix III: Interview Guide for Head Teachers, Board, PTA and D.E.O

1. What financial rewards do teachers receive from the school? Please name them.
2. Are teachers happy with the pay? Please explain.
3. What non financial rewards do teachers receive from the school?
4. Mention other financial rewards that are currently not given but if given they would motivate teachers?
5. Mention other non financial rewards that are not being given but if introduced they would motivate the teachers?
6. Briefly explain how staff supervision is carried out in the school?
7. Is the Board/PTA satisfied with this level of supervision? Briefly explain.
8. Does the school have rules and regulations? Are they applied when handling students discipline cases?
9. When student's cases are presented to the Board, is there always evidence that the student leaders were involved?
10. Is the school administration gender sensitive? Please explain.
11. What challenges do female students face in the school?
12. Is the Board always involved in discussing and approving the school budget? Which other stakeholders are involved and how?
13. Briefly explain how finances are managed in the school?
14. Does the school have a finance policy?
15. Why do some students change from this school to other schools or leave school?

Appendix IV: Interview Guide for Student Leaders

1. Has the Head teacher ever attended class with you when a teacher is teaching?
Yes/No
2. Do you see the Head teacher moving around supervising staff?
3. Is there a way you report to the school administration when teachers dodge lessons? If yes please explain.
4. Does the school have rules and regulations? If yes, do the students get copies?
5. If the rules and regulations exist, are they always referred to when handling students discipline cases?
6. Are student leaders involved when handling students discipline cases?
7. What complaints do the students have regarding the way discipline issues are handled in the school?
8. Is there equal treatment of both boys and girls in the school? Explain.
9. Are the following available
 - Menstrual gears for female students
 - School nurse
 - Bathroom for girls
 - Separate latrines for boys and girls
 - Games and Sports grounds / activities for both boys and girls
10. Are students involved in preparing the school budget? If yes, explain.
11. Talk about capitation grant and what you know about it.
12. What reasons lead to some students leaving this school?

Appendix V: Calculation for the content validity index (CVI) of the instruments

Two experts were consulted and requested to look at each item and judge whether it was:

1= Relevant

2= Not relevant

The researcher then added the items that were considered relevant in each instrument and calculated its CVI as follows:

V(a): CVI for the teachers' questionnaire

Raters /Score	1=Relevant	2=Not relevant	Total
Rater A	36	06	42
Rater B	34	08	42
Total	70	14	84

$$\text{CVI} = \frac{(36 + 34)/2}{42} = 35/42 = \mathbf{.833}$$

V.(b): CVI for the interview guide of head teachers, BOG,PTA and DEO/MEO

Raters /Score	1=Relevant	2=Not relevant	Total
Rater A	12	03	15
Rater B	14	01	15
Total	26	04	30

$$\text{CVI} = \frac{(12 + 14)/2}{15} = 13/15 = \mathbf{.867}$$

V(c): CVI for the interview guide of student leaders

Raters /Score	1=Relevant	2=Not relevant	Total
Rater A	10	02	12
Rater B	10	02	12
Total	20	04	24

$$\text{CVI} = \frac{(10 + 10)/2}{12} = 10/12 = .833$$

Therefore the items in the instruments were considered valid since the CVI calculated in all cases was greater than 0.7.

Appendix VI: Reliability statistics

Reliability Statistics

Variable	Cronbach's Alpha	N of Items
Staff affairs	.725	12
Staff supervision	.777	7
Students' affairs	.916	13
Financial resources	.867	10

Overall Reliability Statistics

Cronbach's Alpha	N of Items
.821	42

Appendix VII: Schools that participated in the study

	Frequency	Percent	Valid Percent	Cumulative Percent
Bwera SS	20	18.7	18.7	18.7
Kuruhe High School	23	21.5	21.5	40.2
Mt. Rwenzori Girls' S.S	12	11.2	11.2	51.4
Kasese SS	26	24.3	24.3	75.7
Karambi SS	12	11.2	11.2	86.9
Nyakiyumbu SS	14	13.1	13.1	100.0
Total	107	100.0	100.0	