



**UGANDA MANAGEMENT INSTITUTE**

**The Management of Universal Secondary Education and  
students' Performance in Rural Secondary Schools in  
Masindi District, Uganda.**

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**Declaration**

I Tumusiime Jazzilah, declare that this work under the topic “The Management of Universal Secondary Education and students’ Performance in Rural Secondary Schools in Masindi District, Uganda’’, is my original and has never been submitted before for any award in any other institution.

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## **Approval**

This dissertation titled “The Management of Universal Secondary Education and students’ Performance in Rural Secondary Schools in Masindi District” is ready for submission under our supervision

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**Dedication**

This research work is dedicated to my children most especially Muhsin Akiiki who toiled with me to make this submission a reality. May the almighty God reward you abundantly.

## **Acknowledgement**

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### **List Abbreviation**

BOG	Board of Governor
MOES	Ministry of education and Sport
MUSE	Management of Universal Secondary Education
PLE	Primary Leaving Examinations
SES	Socio Economic Status
SRP	Students Role Performance
SS	Secondary School
UCE	Uganda Certificate of education
UNATU	Uganda National Teachers Union
UNEB	Uganda National Examination Board
USE	Universal Secondary Education
UPE	Universal primary Education
FAQS	Frequently Asked Questions
SFG	Schools Facilitation Grant

## **Abstract**

The study investigated and sought to establish the impact of “The Management of Universal Secondary Education and students’ Performance in Rural Secondary Schools in Masindi District”. This was done under the following objectives: To examine the influence of planning of USE on students’ performance in rural schools in Masindi district. To establish the influence of budgeting on students’ performance in rural secondary schools in Masindi district. To establish the extent to which staffing has contributed to students’ performance in rural secondary schools in Masindi district.

The research was conducted using both quantitative and qualitative approaches using Survey, Correlation and Case study as Research Designs. Data was collected using Questionnaires and Interview guide as well as review of available documents and records targeting basically BOG and PTA Members, Teachers and Head teachers as respondents from a sample size of 164 in Masindi District USE schools. Data was analyzed using the Statistical Package for Social Scientists where conclusions were drawn from tables and figures from the Package.

Based on the study findings, the following conclusions were made; the results from the study indicate that Staffing has contributed to student’s performance in rural secondary school in Masindi district. The study revealed that the budgeting influences student’s performance in rural secondary schools in Masindi district. The results further indicated that the planning of USE funds Influences student’s performance in rural secondary schools in Masindi district. The final conclusion of this study is that there is a significant positive relationship between Management of Universal Secondary Education and Student’s performance.

From the findings in this study, the following recommendations are put forward: The Ministry of Education and sports should increase on Staffing and create conducive environment for learning. Masindi district council, parents and other educational stakeholders should put forward strategies of constructing laboratories and combating shortage of well-stocked libraries to district secondary schools. Teachers’ salaries should be increased to match the increasing work load and cater for improved life styles of the teachers to enhance performance. Finally it is highly recommended that a similar study be conducted to investigate factors affecting academic achievement particularly in primary education. This may allow comparison of the result of studies between different levels of education in Masindi District

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

In Uganda today, education has become a necessity for all people regardless of age, status, physical ability as a way of improving its quality. Quality Education is also about school performance, excellence and values. This is however faced by global and managerial challenges (Dubrin 2009). In 2007, the Education sector strategic plan (Essp 2004-2005) urgent improvement of secondary education in terms of access and quality was taken up (SFG 2010) to offer equitable provision of post primary education and training to Ugandan students who successfully completed PLE (FAQS 2010). The government emphasizes promoting equal access to education, strengthening and improving the quality and inculcating good morals, ethics, patriotism and values among students. This calls for strategic planning because it helps in making the best use of human, physical and financial resources to achieve the school intended goals in a defined period (Byakagaba 2013). The strategy of planned objectives is attached to the inclusive budgeting and staffing to efficiently and effectively get things done (Kahuma 2010). However, owing to the introduction of UPE in 1997 and USE in 2007, the objective of education for all is no longer an issue except the quality has been greatly compromised. Performance, values and good morals, number of grades, completion rates have raised great concern (Kahuma 2013), quite often people's expectations are beyond what schools offer (Ntale 2013). This chapter addressed the historical, theoretical conceptual and contextual backgrounds of the study. It also looked into the problem statement, the purpose, objectives, research hypothesis, scope, significance and operational definitions.

## **1.2 Historical background**

The history of Universal Secondary Education can be traced from the world conference on Education commissioned by UNESCO in (March 1990) in Jomtien Thailand; it was in this conference that participants adopted a world declaration of Education for all (Global monitoring report 2008).

In Africa, participants at the world global forum in Dakar Senegal (2000) endorsed a comprehensive vision of Education anchored in human rights, affirming the importance of learning at all ages and emphasizing the need for special measures to reach the poorest, most vulnerable and most disadvantaged groups in society (Global monitoring report 2008).

“According to the Global monitoring report (2000) in conjunction with the policy and operational arrangements of USE in Uganda, it spells out the roles, responsibilities and obligations of various stakeholders, such as the MOEs, the community, the school staff (teachers and Head teachers), students and parents. The ESSP (Education Sector Strategic Plan (2004-2005) major purpose is to guide the MOEs in fulfilling its mission to support, guide, coordinate and promote the quality of education in Uganda, and make urgent improvement of secondary Education in terms of absorption capacity and access to education.

Issues of education quality have been central to Uganda’s human development agenda. In 2007, the Government of Uganda (GOU) introduced the universal secondary education (USE) policy whose objective was to provide free secondary education to four students per household. Later, the implementation was scaled up to cater for all children who qualify to acquire secondary education. The response to this initiative was outstanding. The number of students increased from 2.5 million in 1996 to 5.4 million in 2007, and by 2005, the total secondary school population was above 7.2 million students (Ministry of Education and Sports, 2006). In line with the increase in the school population, GOU has devoted considerable resources to the provision of education services and between 1991 and 2000, the total education budget increased from 20% to 30 % of the national budget (Ministry of Education and Sports, 2004).

### **1.3 Theoretical perspective**

The study was guided by The Systems theory propounded by Von Ludwig (1973). It states that Organizations are pictured as “inputs transformation output systems” that compete for resources; a context of schools. It assumes effective adaptation to the environment leads to the survival of an organization, like obtaining the necessary resources/ budgeting, effective planning for organizations, identifying a good strategy for marketing its outputs and dealing with external threats. It also assumes interrelationships between parts of the system. These interrelationships affect the performance of the overall system.

Every organized enterprise does not exist in a vacuum. It is rather known to depend on its external environment – which is a part of a larger system, such as the industry to which it belongs, the economic system and the society (Weihrich et al, 2008). According to them, the organization receives inputs, transforms them and exports the outputs to the environment. But the overall input is limited and not timely to effect transformation and produce the required output (Kayiwa 2013).

Another theory; The Classical Liberal Theory of Equal Opportunity by Sherwin and Wood (1982), asserts that each person is born with a given amount of capacity, which to a large extent cannot be substantially changed. Thus, education systems should be designed so as to remove barriers of any nature (economic, gender, geographic) that prevent bright students from lower economic backgrounds from taking advantage of inborn talents, which accelerate them to social promotion. The Classical liberal theory states that social mobility will be promoted by equal opportunity in education. The two theories assisted the researcher to examine how the management of USE influences students’ performance given the inputs like facilities, equipment, financial resources, staffing and how they are planned to transform students and produce outputs.

## **1.4 Conceptual perspective**

Most schools in the country are ranked or graded in terms of students' performance as a priority (UNEB Manual 2000). Schools mainly strive to achieve academic excellence. Universal secondary education (USE) / Universal Post primary Education and training (UPPET) was launched in 2007 by the government of Uganda to absorb the outputs of UPE which had been running since 1997 (FAQS 2010). It was meant to provide free education for lower secondary. Lower secondary considers children from S.1 to S.4. A candidate who scores 4-28 aggregates at PLE is eligible for joining USE (UPPET 2010). Eligible beneficiaries are public government aided secondary schools and seed schools (schools in sub counties without any Public secondary schools. According to Peel (2003) pointed out that, the management sequence, includes planning i.e. what you're driving at and the required outcome, followed by organizing i.e. getting people (Staffing) and equipment and who will do what, followed by implementing/ action and then controlling i.e. budget alignment. The above have affected the quality and efficiency of education due to poor management of school resources, poor efficiency enhancement policies, low rate of deployment of teachers and budget limitations, (Kahuma 2013).

Students' performance is the ranking or grading of students out puts by quantitatively using tests examinations, course works or any class activity assigned. This is by the standards set at UNEB at UCE which is responsible for determining end of level performance (S.4 UNEB results) (UNEB newsletter 2013). This performance is dependent on the staffing, budgeting and planning of schools activities. The number and quality of teachers, the financial allocations for the program and how it is distributed and the planning of the activities are some of the determinants of the number of grades, the rate of completion and quality of the products (FAQS 2010). (Stollk, etal 2002) defined performance as how well a student is accomplishing his or her tasks. He said that student's performance can be determined by grades, attendance, standardized tests or exams, extracurricular activities and behavior. Therefore according to the

definitions above there is need to investigate other factors that determine students' performance within the management system.

### **1.5 Contextual background**

Secondary education is important because of the role it plays in the economic and social development of nations and to individual students. It provides critical higher level skills and knowledge for advanced learning and training of technicians, scientists, and entrepreneurs (Mastri, 2002). To the individual student, it yields considerable private returns and provides opportunities to acquire attitudes, skills, and competencies unlikely to be developed during primary education and which enable young people to participate fully in society, take control of their lives, and continue learning (Mastri, 2002).

Secondary education in Uganda is characterized by low participation rates as indicated by low transition rates, low gross and low net performance rate (Oyugi, 2010). For instance, in 2009, net academic performance rate was approximately 50 percent while the primary to secondary school transition rate was equally low at 55 percent (World Bank, 2009; MoE, 2010). The two major factors constraining secondary school students' performances in Uganda are insufficient school supplies since the number of secondary schools have not matched with primary schools, as well as affordability (Oyugi, 2010).

The Government of Uganda officially launched the Free Secondary Education program to address the plight of children from poor households who upon completion of free primary education could not get access to secondary schools, mostly because of school fees. During the launch, the President of Uganda in his speech emphasized the main objective of providing free secondary education; to ensure that children from poor households acquired quality education that would enable them to access opportunities for self-advancement and become productive members of society (President Museveni, 2008).

Poor performance in the USE examinations in USE schools therefore undermines students' chances of joining institutions of higher learning and minimizing opportunities for job

placements. This consequently limits their participation in national development. It is from the above background that the researcher carried out research on the management of universal secondary education and students' performance in rural secondary school particularly in Masindi district.

### **1.6 Statement of the Problem**

Students' performance in Universal Secondary schools is an area of focus by many stakeholders who compare the current performance with the baseline performance since 2010 when the first USE exams were sat and the years before (New Vision, November 19<sup>th</sup> 2012). The management of USE has a lot to impact on students' performance in rural government schools. Yet planning, budgeting and staffing in the USE schools are still important issues to redress before we think of improved students' performance (Apolot, 2013).

The control and planning of USE is purely done at central government while the implementation is left to the Head teachers. The planning, budgeting and staffing for USE schools is done at ministry level and the administrators of the school just receive instructions to implement (Nasazi 2013). So the question of the day is; who manages the school? This has created a gap in the management of USE schools in Uganda since the real manager is hidden behind the head teacher.

The factors responsible for differences in students' performance have not been well understood. This prompted the researcher to carry out the study to improve the performance in the aforementioned USE rural secondary schools. It also helped to analyze the growing students' performance gap in rural schools in Masindi district. It was important to carry out the study in order to establish the causes of the varying performance standards in the district. This study therefore aimed at investigating the management of universal secondary education and students' performance in rural secondary schools with specific reference to Bwijanga SS, Kiyuya Seed, St. Paul SS and Ikoba Girls secondary schools in Masindi district.

### **1.7 General Objective**

To establish how the management of USE has influenced students' performance in Rural Bwijanga SS, Kiyuya Seed, St. Paul SS and Ikoba Girls secondary schools in Masindi district.

### **1.8 Objectives of the study**

1. To examine the influence of planning of USE on students' performance in rural secondary schools in Masindi district.
2. To establish the influence of budgeting in USE schools on students' performance in rural secondary schools in Masindi district.
3. To establish the extent to which staffing in USE schools has contributed to students' performance in rural secondary schools in Masindi district.

### **1.9 Research questions**

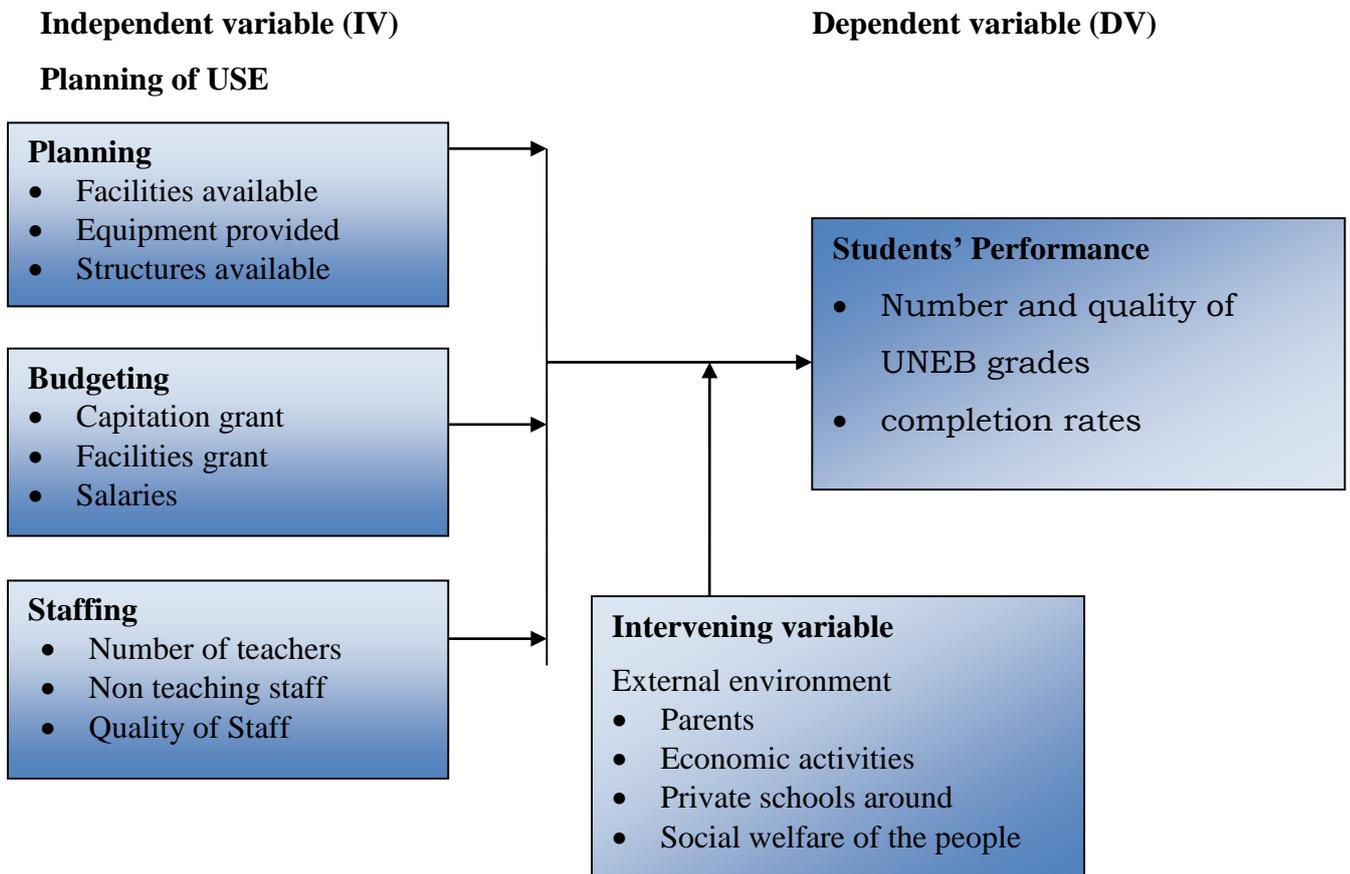
- 1) Examine the influence of planning of USE schools on students' performance in rural secondary schools in Masindi district
- 2) To what extent has budgeting for USE schools influenced students' performance in rural secondary schools in Masindi district?
- 3) Examine the contribution of staffing in USE schools on students' performance in rural secondary schools in Masindi district?

### **1.10 Hypothesis of the study**

1. Planning of USE influenced students' performance in rural secondary schools in Masindi district
2. Budgeting in USE influenced students' performance in rural secondary schools in Masindi district.
3. Staffing in USE schools influenced students' performance in rural secondary schools in Masindi district.

### 1.11 Conceptual framework

The conceptual framework is a diagrammatic representation of research variables. It showed how the dependent and independent variables are related and how the intervening variable is a binding factor.



*Source: Adopted from (MOEs USE guide for school level managers 2011) and modified by the Researcher)*

Fig 1: above showed how the management of USE influenced students' performance in rural secondary schools in Masindi district. The independent variables, Planning, Budgeting and staffing were the determinants of the dependent variable; student's performance which included number and quality of grades and completion rates. While the intervening variable; the external environment included competing private schools, parents, economic activities and the social welfare of the people which affect the two afore mentioned variables.

### **1.12 Significance of the study**

The study is expected to inform the ministry of Education and Sports (MOEs) of the required resources to improve students' performance in Rural Secondary schools in Masindi district.

The study is considered significant and timely because the Government, parents and other stakeholders in education spend large portions of their resources in Education. Low levels of performance lead to outstanding and undesirable wastage and deny students entry into their preferred courses when trying to further their studies especially in competitive courses. The effect spills over to the labor market, where the students fail to get employed in lucrative jobs.

The outcome of the study is important to all stake holders in education. The findings of the study can be used as a framework for improving students' performance. Principals may utilize the results of the study to establish ways and means of improving performance in their respective schools including those that have been enjoying good performance standards. The factors that are responsible for different students' performance levels are documented and can be used to carry out further research. Students can use the results at personal level to avoid negative traits so as to enhance their personal performance.

The study is also expected to change the attitudes of the rural parents towards educating their children to increase and improve literacy and numeracy levels and the social wellbeing of the people.

The study is also expected to cause adjustment in the government policies related to the management of USE.

It is also likely to attract more researchers in that area of USE in order to cause further understanding of the subject matter.

### **1.13 Justification of the study**

This research problem on the management of USE and students' performance in rural schools has raised a lot of concern. Initially parents used to pay school fees for their children and it gave them more value for education. But with the introduction of USE, many parents in rural areas found it cheaper and more accessible to take their children to school. The study therefore

investigated on how students' performance have been affected by the USE Program and is expected to determine the improvement and desirability by many.

#### **1.14 The scope of the study.**

##### **Geographical scope**

This involved the 4 rural schools under USE program in Masindi district and these were: Bwijanga SS, Kiyuya Seed, St. Paul SS and Ikoba Girls' because they were the only USE rural secondary schools in Masindi District.

##### **Time scope**

The study was conducted in a period of 8 months of the year 2015. It also investigated the USE management and students' performance from 2007 –2015 since its inception. This is because 2007 is the year when Universal Secondary Education started. It mainly focused on the period between 2013 -2015 when UNEB exams were sat under the USE program and students' performance was very poor hence it attracted the concern of many stakeholders.

##### **Content scope**

In this area, the researcher also identified how the management of USE is an influencing factor to student's performance in rural secondary schools in Masindi District; for instance factors like the number of teachers, the schools' facilitation grants, the facilities and equipment that are provided by the government and how the parents' attitudes, environmental factors, the economic Planning of parents, etc influenced the same as intervening factors. This helped to come up with a clear picture on the management of universal secondary education and how to improve on the students' performance especially in rural secondary schools.

#### **1.15 Operational Definition of terms and concepts**

**Secondary education:** This normally takes place in secondary schools, after primary education and may be followed by higher education or vocational training.

**Education:** Is the process of facilitating learning, that is; the state of acquiring Knowledge, skills, values, beliefs, and habits of a group of people, transferred from other people, through

storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators.

**Management:** is the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Management includes planning, organizing, staffing, leading or directing, and controlling an organization to accomplish a goal or target.

**Universal:** Universal design is architectural design that accommodates every person.

**Rural area or countryside:** Is a geographical area that is located outside cities and town centers. Typical rural areas have a low population density and small settlements.

**Performance:** Grading or ranking of learners in particular areas of interest such as moral and academic.

**School Performance:** Is a comprehensive system enhanced to help schools focus on strong and weak areas for targeted improvement.

**Students' performance;** is commonly measured by examinations or continuous assessment but there is no general agreement on how best it should be done.

**Completion rates:** Imply the difference between the number of students who join senior one every year and those who complete senior four.

**Planning:** School planning is the process of programming for schools activities for the year or term.

**Staffing;** Is the school human resource comprising of the teaching staff, non-teaching and administrative staff.

**Budgeting:** Is the making of an estimate of incomes and expenditures over a period of time usually a year in an organization.

**External environment:** comprises of the conditions and activities and people that surround particular premises of interest or operation and affect it positively or negatively.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents an introduction; the theoretical review, literature review, and summary of reviews focused on management of universal secondary education and student's performance in rural secondary schools in Masindi district. Literature relating the learners' background, including their socio economic status (SES); family size and performance is addressed.

#### **2.2 Theoretical review**

The study adopted the "Systems Theory" which was propounded by Von Ludwig (1973). The theory explains how all open systems are input-throughput-output mechanisms. Systems take inputs from the environment, transforms or convert it by its processes and produce output. It continues to say that open systems have purposes and goals and these are the reasons for the organization's existence. The purpose and the goals must align with the needs in the environment (Von Ludwig, 1973). The theory also talks about how the various elements or subsystems within an organization interact with each other to determine the performance of an organization. The theory also assumes that the operation of the key elements and the extent to which they integrate with each other determine the effective organization performance (Ludwig, 1973). He goes on to say that changes in one element will entail changes to all the other elements to maintain equilibrium in the system.

In this respect therefore when the number of students increase, the number of teachers should also be increased and even more resources should be allocated to the schools. This will result in improved students' performance, Chabari (2010).The interaction of the subsystems within an organization relate with how schools operate.

The theory is relevant to the study because in a school system, the purpose and goals mainly performance are the reasons why schools survive longer, get more children and eventually grow.

The above theory was supported by the “Classical Liberal Theory of Equal Opportunity” Sherwin and Wood (1982). It asserts that each person is born with a given amount of capacity, which to a large extent cannot be substantially changed. Thus, education systems should be designed so as to remove barriers of any nature (economic, gender, geographic) that prevent bright students from lower economic backgrounds from taking advantage of inborn talents, which accelerate them to social promotion. The Classical liberal theory states that social mobility will be promoted by equal opportunity in education. The classical liberal theory is relevant to the study of the Management of Universal Secondary Education (MUSE), it is aimed at giving children from poor households an opportunity to participate in secondary education. Thus, by eliminating fees the government has removed some economic barriers (Sherwin and Wood, 1982). This may reduce drop out, absenteeism and low pass rates which are common among children from poor households due to inability to pay school fees; thereby improving internal efficiency in education systems. USE has created a situation whereby the poor can access secondary education and be able to transit to higher levels of education or to the world of work. However extra care should be given to the system in order to attain and maintain the cause for policy. Otherwise only children from poor households study from USE schools. There is no bother whatever the poor performance because there is no option whatever they receive. At the end of the day children are denied to build their talents and total capacity exploitation of their abilities, Sharman & Wood (1973).

### **2.3 Performance Measure Concepts**

Using terms like school failure or poor students’ performance continue to be problematic since both concepts are controversial. Different approaches have been adopted to address the issue .As an assessment of school failure most of the words used give strong connotations and the are broad based problems in trying to draw boundaries between success and failure Oketh, (2008).There are many factors that can influence the performance of a student, including sickness or trauma just before or during the examination Okech (2008). However the discussions below investigated how Physical Facilities provided by the school; human

resource, that is availability and quality; and learners background can influence students' USE performance.

There are different circumstances that are most commonly linked to students' performance at high schools. In the United States of America (U.S.A), the factors that have been reviewed include: Students Role Performance (S.R.P). This is how well an individual fulfills the role of a student in an educational setting. Sex, race, school effort, extra-curricular activities, deviance and disabilities are all important influences on SRP and have been shown to have an effect on test scores.

Bakare (1994) describes poor performance as any performance that falls below a desired standard. Crosnoe, Johnson and Elder (2004) suggest that private schools tend to have both better funding and smaller class sizes than public schools. These smaller class sizes in private schools create more intimate settings and therefore can increase student teacher bonding which has also been shown to have a positive effect on student success. This paper therefore investigated factors which influence students' performance in schools.

## **2.4 Related Literature**

This section reviewed literature related to the respective specific objectives in this research.

### **2.4.1 Planning of USE and students 'performance**

Planning is a step by step process with objectives and end-products that can be evaluated. Performance is the end result of activities while strategic planning aims at improving the quality of these results. It can be measured by quantitative methods (net or gross profit, return on investment, equity or capital, return on equity employed, etc) or qualitative methods (absenteeism levels, job satisfaction, industrial relations, team work, best management practices, Corporate Social Responsibility, new product development, operational sufficiency, employee and stakeholder satisfaction, among others) (Foster, 2013).

Performance is the heart of every organization. Researchers and analysts have over the past decades investigated the influence of strategic planning on organizational performance but up to date the correlation between strategy and firm performance is an ongoing debate (Bolo, Muturia and Oeba, 2010). Whereas some authors argue that there is quite minimal if any, correlation between planning and students' performance. Others argue that schools with well-conceived and excellently executed plans have high probability of high performance (Ansoff, 2010). Mazzarol (2009), reports that some twelve research papers from 1950s to the early 1980's indicated that planning was positively correlated with better performance. Indeed, planning-performance findings are inconsistent and inconclusive.

Researchers suggest that planning positively influences firm performance and that measurement method and contingency factors are primarily responsible for the inconsistencies reported in the literature. For instance, Armstrong (2012), argues that without a proper description of the planning techniques, it's not possible to assess the value of planning in a scientific manner. Pearce, Freeman and Robinson (2007), also assert that methodologies can limit the impact on the researcher's ability to understand the effect of planning on performance. Planning viewed as a systematized, step by step, chronological procedure to develop or coordinate an organizational strategy leads to the concept of formality in planning (Johnson et al, 2008). Formality is the extent to which a strategy is deliberate, documented, communicated and time is spent on planning as well as the degree of involvement of participants and specification of the process, resources and responsibilities (Gode, 2009).

Generally, greater formality in planning positively correlates to high firm performance. Although Wheelen and Hunger (2008) cautions that some studies have found out that too much formalization of the planning process may actually result in reduced performance, Ansoff (2010) notes that deliberate and systematic preplanning of acquisition of strategy produces significantly better financial performance than unplanned opportunistic, adaptive approach. Sababu (2007), echoes the same views that, formal strategic management systems significantly influences organizational performance. Similarly, Ayieko (2009), reports a meta-analysis of 21

studies including 29 samples and 2,496 organizations done by Boyd (2011), who concluded that there were modest positive correlations between planning and financial performance.

On the other hand, other authors argue that it would be naïve to conclude that formal planning is the sole cause of success in firms because firms may be using other management practices such as organization design, good human resource practice, or corporate culture to steer high performance (Nzuve, 2007, Robin and Coulter, 2012 and Hatch and Cunliffe, 2006). In the same vein, others such as Robinson and Pearce (2013), have argued for and against the concept that formal strategic planning is suited solely for large firms and that it improves performance in both large and small firms (Gode, 2009). Small firms do not focus on market positioning and competitive advantage but the entrepreneur engages in creative ways of generating resources and sales in an unplanned and purely guesswork manner. Indeed, they are the executors of the process and due to lack of formal structures to undertake the corrective adjustments formally; strategy changes assume an experimental approach, Carter et al (2006). In spite of this, Foster (2013) asserts that although strategy making and planning in small firms is opportunistic and informal, strategic management process is significant in both small and large enterprises. This is largely true if planning can be thought of as the reflective activity that precedes the making of decisions.

As such, the general recommendation is that planning should be practiced in all firms regardless of size since it reduces focus on operational details and promotes strategic thinking, (Bruce and Longdon, 2010). Ideally strategy must be conceived informally (strategic thinking) before it's programmed formally (strategic analysis). However there are dangers in formality of a strategy. Johnson et al (2007), asserts Henry Mintzberg's concern that formal systems of planning can lead to misunderstanding the purposes of planning, problems in the design and put into effect of planning systems and the planning system may fail to gain ownership of the strategy. Elaborate formality in strategic planning could lead to loss of innovativeness and authenticity as well as inflexible and time consuming plans being equated to strategy. Of essence therefore, is the fact that there is an inherent knowledge gap in the relationship between planning and

firm performance. Common causes of quality failure in education arise from a variety of sources including poor curriculum design, unsuitable and poorly maintained buildings, poor working environment, unsuitable systems and procedures, timetabling, lack of necessary resources, and insufficient staff development. (Sallis2006) most of those are evident in rural secondary schools and emanate from the management side. School management is also influenced by the owners and patrons of the school, board of governors, the parents of the school, the government and the local education community (Blandford2007). Based on the above, moisen found that the local management of schools may also have the potential of improving the quality of teaching and learning. He concluded that the style of management and teacher involvement is critical in establishing an effective school. Yet teachers are not involved in the decision making of schools (Brandford2007). The researcher therefore looked into how the above compromise the quality of students' performance. This is the basis on which this study is designed; to establish whether practice of planning in Universal secondary schools influence student's performance – a case study of Masindi district, Uganda.

#### **2.4.2 The Influence of Budgeting on students 'Performance**

A provision of shillings 31 billion was made to support USE in the national budget in (2008) and shillings 11.20 billion for infrastructural materials and hardship allowances for teachers in hard to reach areas. The government holds the responsibility of paying teachers, bursars and laboratory attendants (Court & Ghai, 2008). Despite the above, the high cost of transition to mass provision of secondary education is compounded by budget limitation even if efficiency measures were to be implemented vigorously. Student's performance in secondary schools is based on academic grades at U.C.E (FAQS 2008).

According to the Ministry of Education and Sports training module on procedures and guidelines for secondary schools in Uganda (MOES PPR, 2010), USE covers all costs that are directly related to the teaching and learning process for schools that participate in the scheme for S.1–S.4 grades. The grant scheme under USE considers capitation grant to meet costs related to recurrent needs of the schools such as instruction materials, teaching and learning

facilitation; (UPPET procurement manual 2012). More is reflected under section 10.3 of the policy guidelines for government aided secondary schools under UPPET Programme. It is extended based on the Number of students in the particular school. The schools facilitation grant is also extended for infrastructure development such as laboratories, classrooms, furniture among others (FAQS 2008).

General implementation guidelines UPPET (2010) also reflect the management and funding. Sallis2016) explains that without an appropriate and enforcing budgetary process, many of the total quality management objectives are difficult to realize as they lack a relevant driving mechanism. Real delegation of authority requires real and effective control over resources. Budgetary control is about power in an organization and performance enhancement is through that power. For the case of USE schools, power follows a hierarchy from top to bottom that is, from government to schools administrators and other staff down to children. The present day teacher believes learning to consist of pleasurable activities for the learner while the teacher at the same time tries to appeal to their senses of seeing, hearing, smelling, tasting and touching. The teacher therefore needs to use instructional materials in order to develop interest and consequently improve students' achievement.

According to Ada (2008), teaching in the class is no longer conceptualized in the narrow sense as merely a matter of teacher addressing a class but an outcome of interrelated activities. He further maintained that it involves the organization of the content of the lesson, using symbols of a given language and involving appropriate methods and materials to send the message across to the learners. This implies that the passing of the message will be enhanced by the use of symbols and appropriate instructional materials to bring about a considerable measure of results due to the significant impressions they create on the learners' senses. He stressed that instructional materials present facts in a condensed form, facilitating learning, takes care of large audience and activities, develop student's motivation and integration of materials.

According to Dike (2009), displays can help to captivate the attention of students towards specific and can be used to sustain curiosity until an instructional objective is attained. In

addition, to this Aboho and Zaria (2012), teachers are often seen producing teaching aids and other materials that a school needs to promote effective teaching and learning. Although the government does not provide most of such necessary instructional materials, they are essential for learning. It is therefore important that they are catered for in the budget.

Akem (2015) observed that, the instructional materials the teachers use are the aids to learning rather than the aids to teaching. According to him, the types of facilities available or their scarcity would influence greatly the types of teaching methods hence the ability of students to learn effectively. He further observed that Nigerians technological backwardness is largely traceable to the lack of the necessary technological base. This emanates not only from poor planning, but on the neglect of instructional materials due to limited funds offered. Onyejemezi (2016) says that instructional materials have turned out to be an important part of modern teaching because they enhance the effectiveness of the teacher in the transmission of worthwhile behaviour to the learners.

A good instructional material can supplement written or spoken words and bring things to life in a way which words cannot do, for example word can describe places and objects but a picture immediately makes it reality. It is now evident from the above discussion that instructional materials play an important role in the teaching and learning process. With the happening in the secondary schools, it is clear that government alone cannot afford to provide the necessary materials for effective teaching. Udoh and Akpa (2011) suggest that principals need to be creative in generating revenue from other sources in order to meet these challenges. This will supplement government efforts thereby creating rooms for remarkable achievements by the students. Good management and planning strategies in generating some funds will go along way in sustaining good students' performance. Teachers should also improvise instead of folding hands and waiting for government.

There is considerable debate in the business world about the extent to which the traditional strategic plans ever get implemented. It is often observed that only 10- 30 percent of all plans

are seen through with the rest never being fulfilled, Paris (2011). Budget committee is the executor of budget and thus the project implementer. Budgetary process requires that visible detailed budget is developed to cover each activity, department or functions. This is only possible when the manager and his team have and exhibit appropriate leadership and competence skills. In a business environment, it is believed that a manager makes sure tasks and duties are completed. Project management practices require that manager's possess knowledge and experience in management and leadership, and relationship for project success (Berg and Karlsen, 2007). The full budgeting process involves liaison and discussion among all levels of management, (both vertical and horizontal) to ensure proper coordination of activities. High standards set, call for hard work and more input in terms of labour, time and other resources.

Budgeting can be seen as a bargaining process in which managers compete for scarce resources. A project needs to provide something that has never existed before in an institution e.g. a particular building in a school. They are bound by specific time, cost and performance requirements. Only competent budget committee members can meet performance requirement. As an example, Community Development Fund (CDF) has been used to advance the political agenda of the Members of Parliament as the appointments of members of the CDF committee are composed by MP's supporters and friends who are never elected by local population and who are found to be technically incompetent; lacking an understanding of how the CDF operate, and have limited capacity in project identification, planning, monitoring and evaluation (budgeting process), (Mapesa and Kumbua, 2006). This leads to many incomplete CDF projects.

Mulwa (2008) attributed delays in resource acquisition and delivery to poor communication and coordination between the project site and the funders or project management and organizational authority. All should be done to inculcate them in the budgeting committee for successful implementation of the school development plan. When the BOM members were asked if there are other aspects of competence of committee members that influence

implementation of development plans, those responded yes \were (68.4) and those who said No were (31.6%). Those who said Yes gave the following suggestions: monitoring and evaluation practices, to be enhanced, need to understand and accept that changes should be there, reporting/accounting skills, creative and innovative skills be emphasized and income generating initiatives to form part of the factors to consider. When responding to another open ended question that required the BOG members to identify who should form budgeting committee, their views formed the following list; BOM members, PTA members, students representatives, subordinate staff representatives. This means that in the composition of budgeting committee members, all stakeholders should be involved.

The issue here is seen to be refusal by new team that comes in after any election to own the liability of the previous Mps and committees of CDF. In some cases members of parliament are involved in a game of hiring and firing at will, the CDF chairperson to suit their interest. It is not unusual to find incompetent people who were selected because they are available or are in good relation with their appointing authority and serve at their pleasure. It is for this reason that the study is to search for such budgeting factors that influence implementation of use policy in rural secondary schools in Masindi District.

Most school heads seek verement in order to run with limited resources. Virement is the authority acquired from funds providers e.g. permanent secretary of the ministry of education to transfer money from one vote head with excess money to another one with less money (Okumbe, 2007). Virement procedure is therefore policy that is established to specify the conditions that may prompt the application for virement e.g. what percentage of transfer should be permitted by the funders. This leads to continued progress of the project that would stall while there are funds in the accounts. If the rules of the budget line are strictly adhered to, some funds may remain lying in accounts unused even before completion of the project. Jones (2010) advices the key points to note on vehement are twofold; the overall budget is adhered to; it is a surplus, which is being used to make up for deficiency elsewhere, the transfer is authorized. The authorization to vire may be built into the budget by the government, funding agency or

governing body. From the above literature therefore, there is need to create flexible system integrations to cope with limited USE funds. Employee motivation is another factor which is critical to firm success. According to the Classical theory of motivation, workers are solely motivated by money, Fredrick Tayor (1911). If workers are more, then they produce more and performance and better efficiency is created in the system. However, according to UNATU (2014), teachers have been on strike agitating for increased pay which they hoped would increase their performance in general. But a slight increment of their salaries has had less impact since it has not been realized as it is paid in bits.

### **2.4.3 The Influence of Staffing in USE on students' performance**

Teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. In determining students achievement (Feng and Sass, 2008), there is growing concern over the impact of teacher job change and the distribution of teacher quality across schools. The effects of teacher labor market decisions on teacher quality and student achievement are ambiguous. For instance, if high quality teachers possess transferable skills that are valued in other occupations, then attrition will tend to erode average teacher quality (Aaronson, 2007).

However, attrition may have a positive effect on the average quality of teachers if relatively less-effective teachers receive little job satisfaction, voluntarily leave the profession and are replaced by more able teachers. Likewise, the effect of teacher movement across schools on the distribution of teacher quality across schools is not clear ex-ante. Inter-school mobility of teachers could exacerbate the divergence in education quality across schools if schools serving disadvantaged populations lose their best teachers to schools serving more advantaged students. However, it is also possible that switching of schools by teachers has no effect on the distribution of teacher quality across schools and simply enhances the utility of the teachers that move.

Personnel transfer (intra-system transfer and promotion) without replacement cause severe

staff deficiency in an organization (Okumbe, 2011). Transfers of teachers by TSC are caused by the following reasons (Mwiti, 2007) on promotion or redeployment, on grounds of personal security, on illness and health and pressure from the local community, and socio cultural differences. A teacher can be transferred to pursue some personal interest or for non-conducive working environment or hardships. A teacher can run away from responsibility and perceived frustrations or the need for married couples to be closer to their spouses. In Malawi, there is a great deal of teacher movement. In 2004 over 4000 teachers, or 10% of teacher's population transferred to another school.

Teachers leave their current schools for various reasons. Scholars like Chabari (2010) and Smollin (2011) outline the causes of teacher transfer in schools to include: poor working conditions, testing pressure in an attempt to improve the students' scores which causes teachers to experience more stress and less job satisfaction; low wages that cannot sustain the teacher and meet other basic needs; job insecurity or threats of layoffs which contribute to teachers anxiety, pursuit of greener pastures and burn out. The situation is not different in Kenya, and the above factors had contributed to most transfers that were done every year (Mwiti, 2007).

Nzuve (2007) says that the major concern for an organization should be the cost associated with filling in the vacant positions. These costs include recruitment and selection, training and development, interruption of ongoing group work and possible demoralization of the remaining members and disruption of students' minds about the school instability. Unplanned and unexpected exits in an organization by administrators or employers necessitates an expenditure during replacement exercise, the time interval between exit and replacement means that students will not be taught which affects students' performance. The expenditure incurred during replacement would be used in acquiring teaching and learning facilities. Griffin (2006) contends that Kenyan teachers on seeing a chance of earning more money can and quite frequently do quit their teaching positions with no notice at all.

The ministry of education has been rationalizing distribution of teachers by transferring them from overstaffed to understaffed schools. Ingersoll (2011) and Feng (2005), contend that since teacher transfers do not contribute much in the total supply of public school teachers in the country, empirical research has assumed that it is less significant. On the other hand Cailled (2009) maintains that because the art of teaching is a developmental process, it involves a complex set of skills many of whom can only be well polished on uninterrupted job experience, which makes the impact of a teacher transfer on learning process to be the same as attrition. Weaknesses in planning have affected training, employment and deployment of teachers and thus distorted their distribution and utilization. Consequently, there exists an unbalanced distribution of teachers, teacher shortages, teacher surplus and inefficient utilization of teachers (MOEST, 2016).

A teacher quality has a direct influence on the quality of education offered in schools. In case of shortages, the available resources (teachers and finances) spread thinly in effort to fill the gap. It forces schools to hire part time teachers instead of acquiring learning materials. Indeed large classes reduce individual learner contact which is essential for effective learning. Nkanatha (2010) cites Huebler (2008) assert that high pupil teacher ratio contribute to poor performance as the teacher will be greatly challenged to offer individualized attention. Otieno (2006) supports students' teacher ratio as one of the factors that influence students' performance.

A study by Musau (2005) on the factors influencing performance in Kenya certificate of Education(KCPE) in Makueni district in Kenya, found out that one of the key factors that influence performance is the number of staff in a school. While it is normal for employee to join and leave an organization, high or low staff turnover is costly to an organization. Ingersoll (2001), argues that high levels of employees desire for transfers or desire to leave are both cause and effect of a dysfunction and low performance in organizations. Oduro and Macbeth (2003), assert that newly qualified teachers refuse to accept postings to some areas because of an unavailability of social amenities. But in Uganda, because of the deployment

policies being shunned by corruption, newly trained teachers yearn to get jobs, UNATU (2012). And yet there are vacancies in schools and undeployed teachers, but how to harmonize the system remains a problem, UNATU (2012).

Adeyemo (2005) remarks that; no profession in Nigeria has suffered reversal of fortune than teaching. This they submit has affected the commitment expected of teachers. This then implies that the quality of service rendered by an unmotivated teacher could affect achievement of learners.

## **2.5 Summary of the reviewed literature**

According to the literature review, performance of students is affected by a number of factors. Among the factors that affect performance are the availability of human resource, funds and how they are managed and planned. Ayieko (2009), reports a meta-analysis of 21 studies including 29 samples and 2,496 organizations done by Boyd (2011), who concluded that there were modest positive correlations between planning and financial performance.

The literature review states that the full budgeting process involves liaison and discussion among all levels of management, (both vertical and horizontal) to ensure proper coordination of activities. High standards set, call for hard work and more input in terms of labor, time and other resources, (Berg and Karlsen, 2007). However, in USE schools, management follows a top bottom hierarchy while the bottom most/school administrator is just an implementer.

According to the reviewed literature and the study by Musau (2005) on the factors influencing performance in Kenya certificate of Education (KCPE) in Makueni district in Kenya, found out that one of the key factors that influence performance is the number of staff in a school. While it is normal for employee to join and leave an organization, high or low staff turnover is costly to an organization. Ingersoll (2001), contend that high levels of employees desire for transfers or desire to leave are both cause and effect of a dysfunction and low performance in organizations. This is equally the case in USE schools since a teacher may request for transfer to a preferable school with greener pastures and leave behind no teacher to take over

responsibility, stay longer than expected in one school or even the school to stay without a subject teacher till the head teacher devises means. This eventually results in poor or low students' performance. Still in line with the reviewed literature, head teachers are viewed as just implementers of strategy yet have multiple roles to play in the planning and management of strategy, Foster (2013), such as implementation and control, monitoring performance of staff and students and generally giving direction to strategy. Reinterpretation and adjustment of results and bridging the gap between the top management and schools is another role, and looking into the relevance of certain issues as well as being advisers either way (Bruce Longdon 2010).

This therefore attracted the researcher to look into the identified gaps in the literature studied and thought of means to fill the gaps in the study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presented the proposed methodology that was used in the study. It presented the research design, sampling procedures, data collection methods and tools/instruments. It also presented study population, sample size determination techniques, sampling techniques, procedure for sampling, data collection methods and instruments, data analysis methods and how measurement of variables was done.

#### **3.2 Research Design**

Descriptive design was adopted because the study intended to limit itself to performance of USE. The above design was adopted to allow sampling of the study population (Neuman, 2011). Cross sectional survey design was used in the selection of a small sample of people from a bigger population to act as an inference. Surveys were designed to show how things would be at a specific time (Nachmias, 2006). In survey research, independent and dependent variables were used to define the scope of study (Nachmias, 2006). In this study, survey design helped in measuring variables and examining relationships as recommended by Fowler (2003). Cross sectional survey design was adopted because it helped the researcher to gather data from a small sample to make inference about the wider population. Both qualitative and quantitative approaches were used because they allowed thorough investigation of the independent variable in relation to the dependent variable (Russell, 2011).

Thus, the study gathered opinions, perceptions, viewpoints as well as figures, rates respectively to have a balanced representation finding. The unit of analysis of the study was a combination of BOG, PTA members, surrounding communities and school staff.

#### **3.3 Study Population**

Sekaran (2003) defines population as the entire group /events that a researcher wishes to investigate. According to Patten (2004), the quality of the sample affects the quality of the

research. The target population incorporated BOG, PTA members, teachers and head teachers in the selected rural USE secondary schools in Masindi district.

### 3.4 Determination of Sample Size, Population and Sampling Techniques

From the elements of the population that included; BOG and PTA committee members, teachers and head teacher, an appropriate sample was selected using Krejcie & Morgan Tables (1970).

**Table 1: Determination of sample size, Population and Sampling Techniques**

**Tabular representation of Sample Size and selection of the population:**

Category	Target Population	Sample Size	Sampling technique
BOG Members	60	52	Simple random
PTA Members	28	27	Purposive
Teachers and Non teaching Staff	120	86	Simple random
Head teacher and Deputies	12	10	Purposive
<b>Total</b>	<b>220</b>	<b>175</b>	

*Source: primary data*

### 3.5 Sampling Techniques / Procedures

To achieve the study objective, the probabilistic (simple random) and non-probability (purposive) sampling techniques were used in this study. The management committee members were categorized into Board of Governors and Parents Teachers Association members. The school teachers were categorized into senior teachers, senior four class teachers and head teachers. From each of the categories described, a sample size was determined by use of Krejcie & Morgan Tables (1970). Probabilistic and non-probability sampling methods were used because they lead to selection of resourceful respondents in all the categories.

### **3.6 Data Collection Methods**

#### **3.6.1. Interview**

According to Ferreira et al. (1988), interviewing was the most important data collection method. The interviews were semi-structured, where; a list of questions and issues to be discussed had been prepared prior to the interview. Semi-structured interviewing gave room for probing for clarification and further discussion of important and relevant issues that arose during the interviews. Face-to-face interviews were conducted among the respondents in the selected secondary schools which included BOG, PTA members, teachers and head teachers in the selected secondary schools as well as members of the local community. This enabled the researcher to read the non-verbal communication and reactions, which was predicted to be helpful in the analysis of data (Amin, 2005). The advantage of using interview was that, it allowed on spot explanations. Adjustments and variation were introduced during data collection process and through respondent's incidental comments, use of facial and body expressions, tone of voice, gestures, feelings and attitudes (Amin, 2005). The study adopted this method because it gave opportunities to probe further in-depth information especially where the questions were not well understood.

#### **3.6.2. Self-Administered Questionnaire (SAQ)**

Questionnaires were self-administered and guided. The method was chosen because it was less time consuming and allowed the respondents the freedom to answer the way they felt most comfortable (Russell, 2011). The study used questionnaires because of the nature of the data which sought for feelings and perceptions of respondents given the time available and the objective of the study (Amin, 2005). Questionnaires were used to avoid subjectivity that would result from close contact between the researcher and the respondents. The questionnaire was preferred because it collected much information over a short time and was less expensive (Amin, 2005).

### **3.7 Data Collection Instruments**

The study used appropriate instruments for each method. To the Key informants (teachers, head teachers and board members), the researcher used an interview guide. In questionnaire survey the researcher used questionnaire to get information from the above categories and in documentary review, the study used books, reports, journals, newspapers websites and many others to gather information.

#### **3.7.1. Interview guides**

The interview guide contained the key interview questions developed from the main research questions and was intended to meet the objectives of the study (Sekaran, 2003). This involved interviewing of strategic respondents like teachers and head teachers, key BOG members and parents. The purpose of the study was to access sensitive and critical information that other respondents did not have access to.

#### **3.7.2. Questionnaires**

Questionnaires were self-administered and guided (Kothari 2014). These were selected because they consumed less time and allowed the respondent the freedom to answer the way they felt most comfortable (Russell 2011). It also ensured high response rate as they were administered on spot.

### **3.8. Validity and Reliability of Data Collection Instruments**

#### **3.8.1. Validity**

This is the degree to which any measurement approach or instrument succeeds in describing or quantifying what it is designed to measure (Hopkins 2007). An instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it is designed. (Wallen & Fraenkel, 2001) identified two types of validity i.e. content and construct validity. The researcher was assured that the instrument used would result in accurate conclusions (Wallen & Fraenkel, 2001). Patten (2004) identified three principles to improve content validity and these were: Use of a broad sample of content rather than a narrow one and emphasis on important material and writing questions to measure appropriate skill. These three principles

were addressed while formulating the questions for this study. The researcher engaged the supervisors to validate the questions set for both the questionnaire and the interview guide to ensure that they measured exactly what they intended to measure. All questionnaires were subjected to factor analysis and the Content Validity Index (CVI) was computed. The following formula was applied;

$$\begin{aligned}
 \text{Content Validity Index (CVI)} &= \frac{\text{Agreed items by all judges as suitable}}{\text{Total number of items judged.}} \\
 &= \frac{119}{164} \\
 &= 0.73
 \end{aligned}$$

The results obtained was equal to the average acceptable Index of 0.73, then the instrument was acceptable as valid (Amin 2005).

### 3.8.2. Reliability

Reliability is the consistency of measurement or stability of measurement over a variety of conditions in which basically the same results should be obtained (Bollen1989).According to (Sekaran, 2003) advises that each data collection instrument gets tested to rectify the inadequacies in the instruments before administering them to the respondent.

The interview questions and questionnaire were first issued to random students' in the selected secondary school to ensure that the questions were clear to the respondent. Some students in the selected secondary schools were subjected to the interview before it was done to the school management committees and administration to determine how vivid the questions would be to the respondent.

The questionnaire was tested within Masindi District rural USE schools and the reliability results was computed using the established package for social scientists (SPSS) and the scores were evaluated as below;

	N	%	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items.	Number of Items

Cases	Valid	164	100.0	.734	.734	119
	Excluded	0	0			
	Total	164	100.0			

Cronbach's Alpha coefficient was computed to determine how items correlate among themselves. A pretest was conducted for all the questions until the minimum reliability index was 0.73 as recommended by (Amin, 2005).

### **3.9 Data Collection Procedures**

Data collection was done over a period of one month. A team of research assistants was led by the researcher in data collection. In the first week of data collection data collection, instruments were developed and pre-tested for validity and reliability before full application. Still in the first week, contacting and making appointments with respondents was done. In the second week, questionnaires were administered to selected respondents. This was done by the help of two research assistants whose minimum qualification were a university degree. In the second week still, interviews with key respondents were administered. All possible interactions were done and all the responses were recorded using paper and tele-recorders .In the third week, all collected data was organized and sorted for correctness.

### **3.10 Data Analysis**

#### **3.10.1 Qualitative**

In qualitative analysis, the researcher used the content analysis technique to analyze data (Amin, 2005). This technique involved first; the use of information collected from conducting face to face sessions between key informants. Thereafter, all interview content was reviewed and only extracts with relevancy to the study were presented in a narrative statement or themes, placed in quotes and was used to supplement on the quantitative data that had been obtained from the questionnaires. The analysis was done manually and responses were summarized in a narrative form of presentation of the major findings of the study.

### **3.10.2 Quantitative**

Quantitative data was coded, edited, and entered into Statistical Package for Social Sciences (SPSS) data editor. Data was analyzed using version 16 of SPSS. Descriptive statistics, particularly, measures of central tendency were used to describe and summarize data. These included the mean, mode, and median which aimed at establishing the rational statistics relationship between the correlation coefficient and regression analysis and the quantitative method was used to establish the strength of the relationship between the variables though other data was presented using frequency tables and graphs.

### **3.11 Measurement of Variables.**

The researcher used both the nominal scale and ordinal scale in measurement of data variables. A nominal scale was used in capturing gender, age, occupation etc while ordinal scale was used in ranking the data. The researcher also used a Likert scale rate system to rate the opinions of respondents. For example; Strongly Agree is (5), Agree (4), Not Sure (3), Disagree (2) and Strongly Disagree (1).

### **3.12 Ethical Considerations**

Ethics is a moral philosophy which deals with one's conduct and serves as a guide to one's behavior (Mugenda & Mugenda, 2003).. This study considered the following ethical issues; plagiarism and fraud by, acknowledging all the work of other writers who were consulted or reviewed in relation to this study.

Fraud refers to situation where the researcher fakes data (Mugenda & Mugenda, 2003). The study tried to protect the identity of the respondent in order to avoid being misquoted by others. It ensured the confidentiality of all data and privacy of individuals contacted in this study. The researcher also took into account physical or a psychological damage that would arise due to inappropriate questions or conduct to the research respondents (Mugenda & Mugenda, 2003). The researcher sought informed consent of the respondents before gathering data so that there was harmonious interaction and obtaining the correct data with limited bias and interference.

## **CHAPTER FOUR**

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

#### **4.0 Introduction**

This chapter presents the findings of the study according to the objectives which were: to examine the influence of planning of USE on students' performance, to establish the influence of budgeting for USE on students' performance and to establish the extent to which staffing in USE has contributed to students' performance in rural secondary schools in Masindi District.

The results of the study are presented, interpreted and analyzed in the context of the study based on the stated objectives as below.

#### 4.1 Response Rate.

Out of the 175 questionnaires were distributed to the targeted sample, 164 responses were received, and these constituted the realized sample. The total response rate was 94.2%. Additionally, face-to-face interviews were conducted with randomly selected respondents.

**Table 4.1: Questionnaires response rate.**

DESCRIPTION	NUMBER	PERCENTAGE
Number of questionnaires Sent	175	100
Number of questionnaires Returned	164	94.2
Number of questionnaires not returned	11	5.8
Non-qualifying questionnaires	00	00
Total realized sample	164	94.2
Response Rate	164	94.2

Source: Field research 2016

#### 4.2 Demographic characteristics of Respondents

The study put into account the sex, age of the respondents, staff category and the level of education which were considered relevant.

**Table 4.2: Background information of respondents.**

Category	Attributes	Frequency n=175	Percentage
Sex of the respondents	Male	103	58.7
	Female	72	41.3

Age of the respondents	20-29 years	96	58.0
	30-39 years	55	31.3
	40 and above	19	10.7
Level of education	‘O’ Level and below	101	58.0
	‘A’ level	47	26.7
	Above	27	15.3

The sex groups of males and females are presented in Table 4.1 depending on the types of respondents. In the respondents 103 were males and 72 were females. It can be seen the low participation of females was due to the fact that the number of educated female teachers employed for teaching in secondary schools located in rural areas (Masindi district) is low. Generally about 58.7% of the respondents were males whereas about 41.3% respondents were females.

The age groups of the respondents are presented in Table 4.1. The respondents whose age ranged from 20-29 years were three-quarters (58.0%) and those of age ranging from 30-39 years were more than a quarter (31.3%). This indicates that, majority of the respondents were mature, active and with sound mind.

The findings of this study revealed that the qualifications of respondents were as follows: 58% of the respondents were ‘O’ level, 26.7% were on ‘A’ level and 15.3% were above ‘O’ and ‘A’ level that is had diploma, certificate, degree and post graduate qualification. The findings of this study indicated that the majority (58%) of the respondents were ‘O’ level graduates which clearly describes the community under which they USE programme is carried out/ direct beneficiaries. This clearly describes the group which is directly affected even though others also indirectly feel the pinch. Students after senior four fail to get placement and this has resulted into high dropout rate. Even those who complete s.4, the majority already have plans of finding ways to survive in the field, after all the majority of the population do not emphasize the need for the children to further their studies

### 4.3 Descriptive Findings

This section deals with the respondents' understanding of how the management of USE has influenced students' academic performance in Rural Bwijanga SS, Kiyuya Seed, St Paul SS and Ikoba Girls Secondary schools in Masindi District. This section aimed at achieving the study objectives and the results of the study are provided in accordance with the study objectives stated below:-

- i. To establish the extent to which staffing has contributed to students' performance in rural secondary schools in Masindi District.
- ii. To establish the influence of budgeting on students' performance in rural secondary schools in Masindi district.
- iii. To examine the influence of planning of USE on students' performance in rural schools in Masindi district.

### 4.3 The extent to which staffing has contributed to students' performance in rural USE secondary schools in Masindi district.

**Table 4.3: Staffing has contributed to performance in rural secondary school in Masindi district.**

		SD		D		NS		A		SA		Mean	Std Dev
		F	%	F	%	F	%	F	%	F	%		
1	The teaching staff influence students'	12	(8.0)	15	(10.0)	13	(8.7)	79	(52.7)	31	(20.7)	3.6800	1.14880

	academic performance												
2	The number of teachers is adequate to handle the students in the school	46	(30.7)	78	(52.0)	12	(8.0)	8	(5.3)	6	(4.0)	1.7867	1.06555
3	The Non-teaching staff is important in determining students' environment and performance.	9	(6.0)	11	(7.3)	30	(20.0)	65	(43.3)	35	(23.3)	3.7067	1.09020
4	Equal attention is given to all students despite their ability in class.	6	(4.0)	9	(6.0)	11	(7.3)	69	(46.0)	55	(36.7)	4.1467	1.05796
5	The school gives/administers exams and tests every term, asset supervised and marked by their subject teachers.	6	(4.0)	17	(11.3)	23	(15.3)	67	(44.7)	37	(24.7)	3.9467	1.19162
6	Teachers have enough teaching materials and are well facilitated	61	(40.7)	62	(41.3)	18	(12.0)	6	(4.0)	3	(2.0)	1.8467	1.9249 5
7	Teachers handle students problems related with performance individually	88	(58.7)	29	(19.3)	20	(13.3)	10	(6.7)	3	(2.0)	1.7400	1.05188
8	Each subject has enough and qualified teachers	73	(48.7)	55	(36.7)	13	(8.7)	8	(5.3)	1	(.7)	1.7267	.88155
9	Teachers report to school on time	57	(38.0)	62	(41.3)	18	(12.0)	10	(6.7)	3	(2.0)	1.9333	.97393
	Grand mean											2.4234	

Source: Field Research, 2017

The results regarding the extent to which staffing has contributed to students' performance in rural secondary schools in Masindi district, addressing the research question one to nine of the study were obtained. Various statements were asked and the responses were given in accordance to the five likert scale ranging from 1=Strongly Disagree (SD), 2=Disagree (D), 3=Not sure (N), 4 Agree (A) and 5=Strongly Agree (SA)

#### 4.3.1 The teaching staff in USE influences students' performance

The result indicates that the respondents agreed that, the teaching staff influence students' performance with a mean of 3.7. The study also revealed that, 8.0% of the respondents strongly disagreed, 10.0% disagreed, 8.7% were not sure, 52.7% agreed and 20.7% strongly agreed. This was shown by means of 3.6800 and the standard deviation of 1.14880 implying the

respondents do strongly agree. However there was a variation in responses as some respondents' disagreed. This meant that it depends on the nature of the teacher planning and circumstances under which they teaches. But as reflected in the data, there is a direct influence of the teaching staff on students' performance.

#### **4.3.2 The number of teachers is adequate to handle the students in the school**

The result indicates that the respondents agreed that, the teaching staff influence students' performance with a mean of 1.7. The study also revealed that, 30.7% of the respondents strongly disagreed, 52.0% disagreed, 8.0% were not sure, 5.3% agreed and 4.0% strongly agreed. This was shown by the standard deviation of 1.14880 implying the majority of the respondents strongly disagreed. However there was a variation in responses as some respondents' agreed that the classes are not overcrowded and allow attention to individual problems of students.

#### **4.3.3 The Non-teaching staff is important in determining students' environment and performance.**

The results point out that the respondents agreed that, the Non-teaching staff is important in determining student's environment and performance with a mean of 1.8. This was supported by 7.0% strongly disagreed, 6.0% disagreeing, 20.0% were not sure, 43.3% agreed and 23.3% strongly agreed. This was in line with Ndiritu (2003) who states that Non-teaching plays a role in motivating the teachers and students in the school set up. However, the standard deviation of 1.09 shows that some respondents were of different views. This was mainly referring to the Kitchen staff whose role is very vital. The more their cooperation and support the best the results the students might obtain since food is very important as far as learning is concerned.

#### **4.3.4 Equal attention is given to all students despite their ability in class.**

From table 4.3, it is clearly evident that, respondents were indifferent as to whether, equal attention is given to all students despite their ability in class, majority 46% of the respondent

agreed, 36.7% strongly agreed with a mean of 4.1 which was tending to the maxima though others 4% strongly disagreed, 7.3% were not sure and only 6% disagreed. This indicated that some respondents deviated from the statement since results show that some students lag behind others are naturally weak and yet others are affected by large numbers, others are naturally slow hence lag behind and require some extra time.

#### **4.3.5 The school gives/ administers exams and tests every term, as set supervised and marked by their subject teachers.**

The results indicated that 44.7% of the respondents agreed that, the school gives/ administers exams and tests every term, as set, supervised and marked by their subject teachers with a mean of 3.9. Furthermore, the study disclosed that, 4% strongly disagreed, 11.3% disagreed, 15.3% were not sure and 24.7% strongly agreed. However, the standard deviation of 1.19 questions the quality and standard of the exams set whether it tallies with national examination standards especially for candidate classes. This would help them assess and lay new strategies for better performance

#### **4.3.6 Teachers have enough teaching materials and are well facilitated**

The results revealed that 41.3% of the respondents disagreed and 40.7% strongly disagreed that teachers have enough teaching materials and are well facilitated with a mean of 1.8. The study revealed the standard deviation of 1.92 and was in total agreement with the statement by Ndaruhutse (2005) “the amount paid for each student in USE is a peanut not even enough for primary pupils in school”. Which indicates that even money to pay teachers is not sufficient and amounts to teachers looking for other sources of income reducing on school hours worked?

#### **4.3.7 Teachers handle students problems related with performance individually**

The results revealed that 58.7% of the respondents strongly disagreed that teachers handle students problems related with performance individually with a mean of 1.74. The study also revealed that, 19.3% disagreed, 13.3% were not sure, 6.7% agreed and only 20% strongly agreed

to that fact. This implies students once left behind find it hard to catch up since teachers have less time for individual attention. They only move with learners who can manage their pace.

#### **4.3.8 Each subject has enough and qualified teachers**

The result indicates that the respondents agreed that, each subject has enough and qualified teachers with a mean of 1.72. The study also revealed that, 48.7% of the respondents strongly disagreed, 36.7% disagreed, 8.7% were not sure, 5.3% agreed and 0.7% strongly agreed. This was shown by the standard deviation of 0.88 implying the some respondents do have different views. Some subjects especially science subjects have generally limited teachers. This coupled with the long time lack of science equipment in many schools, the rural setting of the schools, and other associated problems, some teachers are posted to these schools but refuse to go there and instead manipulate to join those of high profile and pay .This amounts to untrained and few teachers.

#### **4.3.9 Teachers report to school on time**

The result indicates that the 41.3% of respondents disagreed that, teachers report to school on time with a mean of 1.93. The study also revealed that, 38.0% of the respondents strongly disagreed, 12.0% were not sure, 6.7% agreed and 2.0% strongly agreed. This was shown by the standard deviation of .97 implying the respondents do strongly disagreed. However there was a variation in responses as some respondents' agreed that some teachers report to school on time.

The summary, according to table 4.2, results revealed that, respondent disagreed to positive statements that the number of teachers is adequate to handle the students' problems related with performance, each subject has enough and qualified teachers and teachers report to school on time

#### 4.4 The influence of budgeting on students' performance in rural secondary schools in Masindi district

**Table 4.4: Influence of budgeting on students' performance in rural secondary schools in Masindi district.**

		SD		D		NS		A		SA		Mean	Std Dev
		F	%	F	%	F	%	F	%	F	%		
1	Academic performance is rated on scores and grades in test and examinations.	4	(2.7)	12	(8.0)	23	(15.3)	71	(47.3)	40	(26.7)	4.0800	1.09004
2	Planning and budgeting of school activities influence academic performance.	13	(8.7)	11	((7.3)	26	(17.3)	59	(39.3)	41	(27.3)	3.8133	1.27119
3	Enough funds are remitted to cater for USE activities	35	(23.3)	79	(52.7)	15	(10.0)	13	(8.7)	8	(5.3)	1.9067	1.20595
4	Funds are disbursed in time as programmed on the work plan of the term.	52	(34.7)	71	(47.3)	15	(10.0)	6	(4.0)	6	(4.0)	1.8267	1.03461
5	The school administrations is responsible for the budgeting of its school's activities	45	(30.0)	60	(40.0)	21	(14.0)	20	(13.3)	4	(2.7)	2.1867	1.08922
6	Funding of USE activities by government should be increased to 100%	18	(12.0)	17	(11.3)	24	(16.0)	53	(35.3)	38	(25.3)	1.3267	1.30947
	Grand mean											2.3460	

Source: Field Research 2016

The results regarding the influence of budgeting on students' performance in rural secondary schools in Masindi district and in addressing the research question ten to fifteen of the study, various statements were asked whose responses were given in relation to the five linkert scale ranking from 1=Strongly Disagree (SD), 2=Disagree (D), 3=Not sure (N), 4=Agree (A) and 5 Strongly Agree (SD)

##### 4.4.1 Academic performance is rated on scores and grades in test and examinations.

The result indicates that, 47.3% of the respondents agreed that: academic performance is rated on scores and grades in tests and examinations with the mean of 4.1 which signify that the majority of the respondents were in agreement in accordance to the response on the five linkert

scale. Others were 26% strongly Agree, 8% disagree, 15.3% Not Sure, and 2.7% strongly Disagree. This imply that the basis of performance according to the reasoning of the majority of the respondents is examination results and grades. However even other factors like discipline deserve consideration for these grades to be obtained.

#### **4.4.2 Planning and budgeting of school activities influence performance.**

The result still indicate that 39.3% of the respondents agreed that, planning and budgeting of school activities influence performance with the mean of 3.9 which shows that the respondents agreed with the statement following the response on the five linkert scale. Other responses were 27.3% strongly agree, 7.3% disagree, 17.3% Not sure, and 8.7% strongly Disagree. This according to the research implies that it is done concurrently though the Ministry takes an upper hand in decision making. Some head teachers complained that they are used as puppets in planning but their work is actually to implement under supervision to monitor effectiveness.

#### **4.4.3 Enough funds are remitted to cater for USE activities**

From the table 4.4, 52.7% of the respondents disagreed that, enough funds are remitted to cater for use activities with the mean of 1.9. The result also revealed that, 5.3% strongly agree, 8.7, 10% not sure, and 23.3% strongly disagreed. This indicates that the majority disagreed though some of them were not sure. In relation to the research results some respondents expressed need for increased funds as well as lunch provision for students. This would help to eliminate double standards among students.

#### **4.4.4 Funds are disbursed in time as programmed on the work plan of the term.**

Again from table 4.4.4 above, the result indicates that 47.3% of the respondents disagreed that: Funds are disbursed in time as programmed on the work plan of the term with the mean of 2.8 Others were 4% strongly Agreed, 4% Agreed, 10% Not sure, and 34.7% strongly Disagreed. This shows that there is no specific time Funds are disbursed any time in the term which disorganizes planned activities for the term .One of the head teachers expressed pity especially

when school programs fail due to lack of money and this forces them to borrow as they wait for grants. It antagonizes with the school work plan.

#### **4.4.5 The school administrations is responsible for the budgeting of its school's activities**

The study still indicates that, 40% of the respondents disagreed that, the school administration is responsible for budgeting of its school's activities with the mean of 2.2 which signify that the respondents disagreed. Others were 2.7% strongly Agree, 13.3% Agree, 14% Not sure, and 30% strongly Disagree. However the school finance committee is responsible for passing the proposed budget following given guidelines by the Ministry. Then it is forwarded and funded accordingly.

#### **4.4.6 Funding of USE activities by government should be increased to 100%**

Last but not least, the study indicates that 35.3% of the respondents strongly agreed that, funding of USE activities by government should be increased to 100% with the mean of 1.3 which shows that respondents strongly agreed with this according to the five linkert scale ranking. Others were 25.3% Agree, 12% strongly disagreed, 16% Not sure, and 11.3% Disagree.

In summary, the result indicates that, the influence of budgeting on performance in rural secondary schools in Masindi district is poor as evidenced in table 4.3 where majority disagreed with the statement that. Enough funds are remitted to cater for USE activities, funds are disbursed in time as programmed on the work plan of the term, the school administration is responsible for the budgeting of its school's activities while others agreed that funding of use activities by government should be increased to 100% see table 4.3.

## 4.5 The influence of planning of USE on students' performance in rural schools in Masindi district.

**Table 4.5: Influence of planning of USE on students' performance in rural schools in Masindi district.**

		SA		A		N		D		SD		Mean	Std. dev.
		F	%	F	%	F	%	F	%	F	%		
1	School planning is done concurrently between the administration and the ministry	33	(22.0)	64	(42.7)	29	(19.3)	12	(8.0)	12	(8.0)	2.1667	1.28186
2	There is a limit on the number of students in USE schools.	51	(34.0)	65	(43.3)	23	(15.3)	6	(4.0)	5	(3.3)	1.9933	.97964
3	The government provides boarding facilities in USE schools.	33	(22.0)		(57.3)	19	(12.7)	5	(4.7)	5	(3.3)	1.7467	1.06303
4	The National budgeting and planning gives USE higher consideration.	51	(34.0)	52	(34.7)	24	(16.0)	21	(14.0)	2	(1.3)	2.1333	1.08477
	Grand mean											1.6260	

Source; field research 2016.

From the table 4.5; above consisted of 4 questions which were aimed at examining the influence of planning on students' performance in rural schools in Masindi district. The responses were given in relation to five linkert scale ranking of 1=strongly disagree (SD),2=Disagree (D). 3= Not sure (N),4 =Agree(A) and )5= Strongly Agree(SA ).

### 4.5.1 School planning is done concurrently between the administration and the ministry

The study indicates that, 42.7% of the respondents disagree that; school planning is done concurrently between the administration and ministry with the mean of 2.1 which indicates that the respondents disagreed with the fact as revealed in the five linkert scale ranking, it was also revealed that, 8% strongly agreed, 19.3% were Not sure and 22% and 8% represents the

strongly disagreed and agreed respectively. Hence, since planning is the focal point of every activity they ought to do it concurrently.

#### **4.5.2 There is a limit on the number of students in USE schools.**

From the study, majority 43.3% of the respondents disagreed that there is a limit on the number of students in USE schools with the mean of 1.9 which indicates that the respondents disagreed with the fact. Still 34% strongly disagreed, 15.3% were not sure 4% and 3.3% representing agreed and strongly disagreed correspondingly. However some students cannot join USE because of government`s preset conditions.

#### **4.5.3 The government provides boarding facilities in USE schools.**

The result in table 4.4 indicates that, 57.3% of the respondents disagreed that, the government provides boarding facilities in USE schools with the mean of 1.7 following the response on the five linkert scale ranking, others were 3.3% strongly agreed. 4.7% agreed, 12.7% were not sure, and 22% strongly disagreed. The government however only caters for day schooling so far. Boarding facilities are private.

#### **4.5.4 The National budgeting and planning gives USE higher consideration.**

The result still indicates that, 34.7% of the respondents disagreed that, the national budgeting and planning gives USE higher consideration with the mean of 2.1. The study finally revealed that, 1.3% strongly agreed, 14% agreed, 16% were not sure, and 34% strongly disagreed.

From the study, the results indicate that the influence of planning of USE on academic performance in rural schools in Masindi district is poor evidenced with a grand (mean =1.6). This signify that respondents disagreed that school planning is done concurrently between the administration and the ministry, there is a limit on the number of students in USE schools, the government provides boarding facilities in use schools and national budgeting and planning gives use higher consideration in the selected secondary schools. From the above questions and data obtained it is clear that certain activities and services of the government are offered as a

by the way. They rather look at it as a favour though under normal circumstances they ought to be offered. Secondly, in situations where there is no transparency and open declaration, the parents and teacher remain in the dark about how things are done, when and how.

## **4.6. Qualitative data presentation**

### **Interview guide results**

In trying to assess the effect of the Management of Universal Secondary Education in Uganda and students' Performance in Rural Secondary Schools in Masindi District, the researcher conducted a number of interviews with key informants of the Masindi District. These included both top level and middle level management members. Results of the Interview are summarized below under the various questions asked

#### **4.6.1 Are school exams necessary?**

A number of key informants were examined as to whether the school exams are necessary.

A comment by Einstein Albert illustrates,

“Everybody is a genius, but if you judge a fish on its ability to climb a tree, she will live her whole life believing that she is stupid”.

Our education system is based on exams to test the ability to retain information which is just one aspect of intelligence. In a situation of scarce resources, the exams are intended as an objective measure of separating / determining those who are supposed to go to the next level of education. Says one of the head teachers.

This brings a question; are we teaching our children to become better, more, productive members of society and if so, are exams necessary? The truth is we are learning by rote and this is cheaper than learning by practical experience. This implies that most students have no hands on experience but only theory which benefits them less. At the same time the system reflects that those who fail the theory have failed in education yet there could be other avenues for them to excel

#### **4.6.2 Are USE funds adequate to handle all the activities as planned by the Head Teachers?**

One of the Head teachers commented that there are not enough funds remitted to cater for USE activities. At times ground expenditure is far beyond the actual budgeted expenditure. This is

mainly due to the fact that funds are remitted late always. The planned time according to the work plan differs from the actual time of money remittance leading to variations in the budget. However, a fixed amount of money is allocated to each student depending on -what the government feels is worth to offer for various school activities per student. Some essential activities are given less money than they would require to accomplish. This leads to budget squeeze and carrying out of some activities in a half barked manner as well as teaching. As one respondent described one such payment as:

“Suffocating the self-esteem and always on the defensive even when the views the government holds are not correct. The government does not accept advice thus making it difficult for them to get along with the proposed budget.”

Another head teacher commented about the low morale of teachers and said it was due to low motivation, for a motivated mind thinks ahead and faster. This begins from when the teachers start to prepare for school, the way they travel, eat, work and sleep which rhymes with results. The implication is that funds are not adequate to handle the activities, some of which are ignored.

#### **4.6.3 Do head teachers participate in the planning of USE at all levels?**

The respondents believe that head teachers participate in planning of USE but indirectly. They gave reasons for indirect participation. Normally they do this at lower levels through submitting their local plans such as, the number of students through head count, attached budgets etc.

They also brought out another issue of submission of the total numbers of students in their schools, which sometimes creates an impression that they participate, though yet they might not influence the final decisions. They also proposed that the communication between them and the ministry of Education and Sports and the Ministry of Finance be constant to effect some improvement desired in this relationship. This meant that the amount of income received is directly as a result of the information submitted by the head teacher.

#### **4.6.4 How do parents participate in their children's Education?**

The respondents gave their views on how parents' participate in their children's education and supported their position by citing some key examples which are presented below; they believe that, the parents monitor their children and some staff take note of that. Respondents noted that parents pay and buy all the necessary scholastic materials for the children and other costs involved to keep the children at school. They also pointed out that some parents are care free on issues related with funding their children. However, they equally noted that other instances regarding monitoring and supervision of their children seem to be inadequate. This means that there were passive and active parents who both had an impact on the students' performance. Some parents were cited to rent houses for their children at the trading centers but they do not follow them up in terms of what they do and how they survive. One of the parents noted that some girls end up in marriage at these rented premises, and others get impregnated and fail to find responsible partners.

#### **4.6.5 How do you think the surrounding environment influence academic performance of students?**

The respondents seemed to have mixed opinions regarding the surrounding environment and how it influences performance of students. Others believe that the surrounding environment has nothing concerned with performance since the schools in study have quiet and cool surroundings while others think the surrounding environment is not any better (lack of motivating attitude to copy from, isolation, remoteness, ignorance and primitivity of the people and more so the primary core economic activities such as farming affect children and they have less interest as far as schooling is concerned. Similarly, Head teachers also fail to ask for regular reports regarding children's behavior at home and outside school. Some parents are too poor to support their children's education, other children are complete orphans while other are curious about the performance in the surrounding private schools. This meant that both the school and home play part in the student performance

#### **4.6.6 Who does the school staffing?**

The school staffing is done by the Education Service Commission with consultation of the Ministry of Education and Sports and head teachers. Explains one of the head teachers. Others believed that having balanced staffing policy would be good, setting priorities and following them strictly, continuous staff reviews, and proper performance evaluation guidelines issued and monitored could improve students' performance. This would help to know whether the staff is competent enough to produce good results. Others said that sometimes they are sent incompetent staff who cannot handle students' problems both social and academic. This proves why rural students' performance remains a question to answer, and here the question is, who is to blame? The management or the staffing authority? One of the head teachers commented that their schools have become dumping places for failed teachers from developed schools through transfers and as the good ones get more experienced, they begin to search for greener pastures and run away to other schools which seem to be better in motivation and setting. This is because at times posting of newly recruited teachers is conditional since they want to join pay roll and therefore can accept any school. This justifies the fact that rural USE schools perform poorly due to the nature of staff.

#### **4.6.7 How are the District Education Officers and inspectors of the schools actively involved?**

A head teacher in one of the schools commented that; these people have a role to play though they do not give it a closer attachment. He continued that, if they sacrificed their time to monitor these schools quite frequently, may be teachers attendance would increase and if teachers attended regularly then may be even students' attendance would improve, eventually performance too. Another head teacher said that they are only active if they are invited to attend a school function and yet these functions are rare since they cause a financial implication. They give beautiful speeches which if adopted would cause an improvement in students' performance. This implies that they are partially active and their efforts are appreciated



## CHAPTER FIVE

### SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary discussion of findings, conclusions and recommendations aimed at assessing the impact of management of Universal Secondary Education and student's performance in rural secondary schools of Masindi District.

#### 5.1. Summary of findings

##### 5.1.1. Staffing has contributed to students' performance in rural secondary schools in Masindi District.

From the findings, the majority of respondents do agree to that fact staffing has contributed to students' performance in rural secondary schools in Masindi District. The poor performance portrayed by the students is a reflection of (Oketh, 2008), who drew his conclusion that "most words used give a strong connotations between success and failure". This brings out the fact that physical facilities and human resource available brings out the quality of learners. If the staff available is of low quality then the students' performance is likely to be. However, some of the respondents do disagree to the statement rather point to the circumstances surrounding the learners than the staffing since all staff are well trained and professional teachers.

##### 5.1.2. Budgeting has contributed to students' performance in rural secondary schools in Masindi district.

According to the findings, the results indicate the respondents do agree that budgeting has a far reaching impact on students' performance. The facilities and funds are not enough to cater for the needs of the schools in rural areas. There was a big deficit in the budget since budgeting is seen as a bargaining process for the scarce resources. This is in line with (Mapesa and Kumbua, 2006) who says instructional materials used by teachers are aids to learning rather than the aids to teaching yet they are not always available plus other requirements which result in poor

performance. However, some respondents disagreed and said that, if the rules of the budget line are strictly adhered to, funds are sufficient to handle all planned activities. This statement is not realistic basing on the findings since most rural schools lack many scholastic materials.

### **5.1.3. Planning of USE on students' performance in rural schools in Masindi district.**

From the study findings, the majority do agree that planning was vital for the rural schools but rash to say that all the activities are done at ministry rather than at school levels. The school management Plans its activities under given guidelines, they are funded, and then implementation is done. On the other hand, other authors argue that it would be naïve to conclude that formal planning is the sole cause of success in firms because firms may be using other management practices such as organization design, good human resource practice, or corporate culture to steer high performance (Nzuve, 2007, Robin and Coulter, 2012 and Hatch and Cunliffe, 2006). However, this was not applicable to rural area schools since they are faced with different problems while the planning authority just look at generalized issues thus affecting the students' performance.

## **5.2 Discussion of findings**

This study focused on assessing the impact of management of Universal Secondary Education and student's performance in rural areas of Masindi district. A total of 175 respondents were used to fill and returned the self-administered questionnaires and interviews. As a result, the following were observed from the study:

The sex groups of males and females are presented in Table 4.1 depending on the types of respondents. In the students respondents 103 were males and 72 were females. Generally about 58.7% of the respondents were males whereas about 41.3% respondents were females. All the Head Teachers had the required level of education. To understand and give the relevant information regarding the influence of selected factors on students' performance in secondary education, the fact that most of the head teachers were aged between 46-55 years is an

indication that they had served for many years in the teaching profession and therefore had a good grasp of the factors influencing students' performance in secondary education. Most of the head teachers had been in their current stations for a considerable period of time and were therefore well versed with the factors influencing students' performance in their schools. Most of the Head Teachers who were serving in their newly initiated schools had considerable experience in those schools to be able to fully comprehend and assess the influence of various factors on students' performance in secondary schools. Most of the schools were starting schools which were still having challenges with staffing and provision of essential facilities such as staff houses and boarding facilities for students. Another head teacher cited problems of single stream classes, day school settings where students faced numerous challenges such as walking long distances to school, lack of sufficient teacher-student contact hours and lack of reading opportunities at night. This was likely to have a negative influence upon students' academic performance in secondary education in Masindi District. He however reflected on the government plans to institute power sources to these schools which is hoped to increase and improve students reading cultures to enhance performance

**Objective One: Staffing has influenced students' performance in rural secondary schools in Masindi District.**

According to the findings, the majority of the respondents in 4.3.2; the number of teachers is adequate to handle students in school, disagree and said that classes are overcrowded and this affects students' performance. Slow learners are not catered for as Lowenrolmentin (2012) believes that when a class becomes too large, management, control and effective teaching become difficult which in turn affect student's performance and achievement of learners.

Waine (2013) in his study found out that most day schools face a challenge of ineffective implementation of USE policy because of increased enrolment, overcrowding in classrooms and limited facilities which lead to ineffective teaching.

From the interviews with the Head Teachers and analysis of available documents such as mark sheets and assessment scores it emerged that there were schools which were overcrowded and only had one stream. This was attributed to lack of nearby secondary schools which caused mass movement of students most of whom were unable to pay school levies in private schools and therefore moved to government schools to avoid dropping out of school altogether. According to the interview results, it was also observed that overcrowding in USE schools translated into insufficient funds to purchase teaching and learning materials, hire qualified teachers and avail facilities such as libraries, laboratories and staff houses which are essential in facilitating provision of quality secondary education. A deputy head teacher described students who entered from one with high Uganda Certificate of primary Education marks as “motivated, easier to learn and that they also easily grasped the various concepts in class causing them to score high grades in class and eventually in Uganda Certificate of Secondary Education”. Those with low entry marks on other hand were said to lack self-confidence, had low self-esteem and performed below average in class and eventually in Uganda Certificate of Secondary Education. In the interview with the County Quality Assurance and Standards Officer, his views were in agreement with the questionnaire findings. He observed that national and county schools required a higher entry mark on admission and usually performed better in Uganda Certificate of Secondary Education as compared to sub county schools which admitted students with lower marks at Uganda Certificate of Primary Education.

From the Interviews it emerged that the candidates themselves had similar views as established through the questionnaire findings. They observed that their peers who performed well at PLE level went on to perform well in secondary school. When asked about some of their peers who had not performed well in Uganda Certificate of Secondary Education one observed;

“ that one (referring to a classmate) who had scored a low grade a previous cohort even in primary school was always behind, in fact she repeated senior two and three.”

These findings are in agreement with those of Nakhanu (2009) who established entry behaviour of students as a factor affecting performance of students. She observed that students who entered form one with low Uganda Certificate of Primary Education marks were found to be slow learners but still the management had a hand since schools are expected to cause changes in children`s lives.

More still the quality of teachers` affect performance. According to the research, majority of the respondents agreed with the statement related to Simiyu (2012), teachers who were involved in marking UNEB exams had better grades than those not involved. More still Eshilwan (2013) conveys that the problem emanates from the primary schools where many teachers are untrained and produce poor quality children who join secondary schools and eventually poor achievement. The nature of teachers employed (S.6 graduates) to supplement the teaching load do not do it adequately.

#### **5.1.2. Objective two: Influence of budgeting on students` performance in rural secondary schools in Masindi district.**

According to the research, the majority of the respondents agreed with the statement that planning and budgeting of school activities influence students` performance. The majority also disagreed that funds are remitted on time and are enough to cater for all use activities. Funds are remitted late and this affects the budget. It even causes some head teachers to enter into debts to keep schools running and yet when the money is remitted, given the unstable economic situation which is always over ridden by inflation, the money is no longer enough to clear the debts. This is in line with Sallis, Burke and Sass (2008) who explains that without an appropriate and enforcing budgetary process, many of the total quality management objectives are difficult to realize as they lack a relevant driving mechanism. This attracted respondents to support the statement that funding be increased by 100%.

Some head teachers continued to say that due to budget constraints the performance of teachers has become poorer. Some abscond; others come late, due to difficulties in facilitation to pursue certain teaching and learning activities. Science teachers complain of lack of practical materials and chemicals, yet the school cannot afford to buy all that is required in laboratories. The government provides some little money which is not enough to give a leeway to passing sciences at “O” level in these schools yet today emphasis is on science subjects so that students leave schools and Institutions when they are able to employ themselves.

From the interview the respondents described that enough funds are not remitted to cater for USE activities. These traits made it difficult for these students to receive the best of the teaching to induce good performance. Most of them end up as low achievers to benefit from teachers and their peers, which would have greatly improved their grades. These sentiments are consistent with the findings of Burke and Sass (2008) who established that weak students appear to experience the biggest positive impact from having top quality peers. The findings of this study further agree with those of Bucheche (2011) who established that persistent poor academic performance was affected by funds and how they are disbursed in relation to the work plan of the term and that led to repetition causing students to be overage for a particular class.

Similarly, studies by Nakhanu (2009) and Odumbe (2012) established that low performance in school was led by the school administrators’ failure to be responsible for the budgeting of its school’s activities. An analysis of available documents brought to light other reasons for student’s poor performance being overage. For instance there were students who had performed poorly due to low funds and these agreed that the government should increase the funding by 100%. This study established that even though these students were not overage due to having a low aptitude they still performed comparatively lower due to being out of sync with the funds. It was further established through the questionnaire findings that there was a strong positive and significant relationship between students’ performance and the management of universal

secondary schools. This means that increase in student performance depends on the funds budgeted for to improve their performance in Uganda Certificate of Secondary Education.

### **5.1.3 Objective three: The influence of planning on students' performance in rural secondary school in Masindi District.**

School planning is done concurrently between the administration and the ministry. The majority of the respondents disagreed with the statement. Head teachers are there to implement what has been decided upon from above. They emphasized being kept as decision takers not makers. One of the head teachers commented that the system has made them puppets. However Bucheche (2011) contends that successful leadership is associated with strength of purpose. Staff involvement in decision making and professional authority should be addressed by USE system if it's to be properly planned.

It was also found out that students were too many against the facilities that had been provided like classrooms, laboratory equipment and teachers as well. These have hindered proper teaching learning activity. Common causes of quality failure in education arise from a variety of sources including poor curriculum design, unsuitable and poorly maintained buildings poor working environment, unstable systems and procedures, timetabling, lack of necessary resources and insufficient staff development according Sallis Burke and Sass (2008) thus school planning should be more involving and facilities provided to suit the increasing number of students. In some of the schools however, documentary analysis provided exceptions to the above findings. Schools that had established a good planning unit or committee have good results. Their Uganda Certificate of education results were impressive thus establishing participatory planning alone guarantees excellence in students' performance especially academics. There are other factors to consider such as aptitude, parental guidance and administrators as well as academic foundation. Farooq et al. (2011) for example established that variables that affect students' performance are inside and outside of school. These could therefore be factors such as parental level of education, availability of study time, study habits

or even the discipline of the students themselves. Mobegi (2007) and Bucheche (2011) both identified discipline as a factor that contributed to student's performance.

From the interview with some of the deputy head teachers, they asserted that schools which had weak planning culture faced unique challenges that contributed to their low performance as did students who lived with terminally ill parents. Students in the Focus Group Discussion also told of challenges such as alcoholic parents and lack of basic necessities such as soap, sanitary pads that minimized their concentration in class causing them to perform poorly and this was attributed to poor planning at schools. These findings are in agreement with those of Jaiyeoba and Atanda (2011) in a study on "School Quality Factors and Secondary School Students' achievements in Mathematics in South- Western and North -Central Nigeria" who established that good planning for the school is essential if they are to fully participate in education services being offered and if they are to concentrate and have student's perform better at school. The findings are further consistent with those of Dwyer et al (2006) in a study titled 'Physical Activity and Performance in Children' who showed that there is growing evidence that regular school planning enhances learning and school achievement.

### **5.3 Conclusions**

**Based on the study findings, the following conclusions are made.**

From the results attained, it is evident that the planning of USE Influences students' performance in rural secondary schools in Masindi district. Use Schools whose planning is done by the ministry and more generalized as opposed to those schools that are planned for by the administrators and managers who implement policies perform poorly than those that had an established local planning unit or committee. This was possible because they plan for their scarce resources and do get the best out of it.

The study also revealed that budgeting influences student's performance in rural secondary schools in Masindi district. In the schools where the anticipated budget cannot be actualized

due to low funds, student's performance has been very poor because the teaching materials are lacking most of the time which affects the morale of the teachers and students at large.

The results still indicate that Staffing has contributed to students' performance in rural secondary schools in Masindi district. In these schools, staff has been found to be inadequate with elements of insufficient, unqualified, and irregular attendance due to low pay, high turnover rate and attrition. This has resulted into poor students' performance.

The final conclusion of this study is that there is a significant positive relationship between Management of Universal Secondary Education and student's performance.

#### **5.4 Recommendations**

From the findings in this study, the following recommendations are put forward:

The Ministry of Education and sports should increase on Staffing and create conducive environment for learning.

Masindi district council, parents and other educational stakeholders should put forward strategies of constructing laboratories and combating shortage of well-stocked libraries to district secondary schools.

Teachers' salaries should be increased to match the increasing work load and cater for improved life styles of the teachers to enhance performance.

Finally it is highly recommended that a similar study be conducted to investigate factors affecting academic achievement particularly in primary education. This may allow comparison of the results of studies between different levels of education in Masindi District.

#### **5.5 Implications and contributions**

From the recommendations, it's clear that management of USE is directly accountable for poor students' performance in rural Secondary schools in Masindi District.

USE has greatly contributed to poor students` performance in rural secondary schools particularly in Masindi. Grades are too low against many candidates. Some students have deteriorated in performance due to conditions underlying USE and at the end of senior four, they cannot ably join any institutions to continue with studies. Hence forth, the management of USE has contributed to poor students performance in rural schools in Masindi District.

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## APPENDICES

### APPENDIX 1:

#### QUESTIONNAIRE

Dear respondent,

I am Tumusiime Jazzilah, currently a Participant at Uganda Management Institute (UMI) Kampala, School of Management Science pursuing a Master's Degree of Institutional Management and Leadership. I am carrying out a research on "The Management of Universal Secondary Education and students' Performance in Rural Secondary Schools in Masindi District". The purpose of this questionnaire is to help me gather the available relevant information on the topic of study above. Your contribution will be treated with high level of confidentiality and respected, as I look forward for your kind assistance!

#### SECTION A: Personal Data (Tick only the appropriate Box)

Please tick appropriately on the right response, one answer per question.

3	Sex of the respondent	Female <input type="checkbox"/>	Male <input type="checkbox"/>		
	Age of the respondent	20 – 29 yrs <input type="checkbox"/>	30 – 39 yrs <input type="checkbox"/>	40 – 49 yrs <input type="checkbox"/>	50+ yrs <input type="checkbox"/>
	Categor of respondents	staff <input type="checkbox"/> members	BOG <input type="checkbox"/> members	PTA <input type="checkbox"/> members	Head Teachers & Deputies <input type="checkbox"/>
	Do you have children in USE schools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

**SECTION B: Please tick the one you think is appropriate**

<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Instructions

For each of the statements in section B indicate your level of agreement by ticking one of the boxes in the given statements using the following 5 point scale (1 – 5) and where information is required, space is provided.

5- Strongly Agree - SA

4- Agree - A

3- Neutral - N

2- Disagree - SD

1- Strongly Disagree - NS

	<b>Staffing has contributed to students’ performance in rural secondary school in Masindi district.</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1)	The teaching staff influence students’ performance					
2)	The number of teachers is adequate to handle the students in the school					
3)	The Non-teaching staff is important in determining students’ environment and performance.					
4)	Equal attention is given to all students despite their ability in class.					
5)	The school gives/ administers exams and tests every term, asset supervised and marked by their subject teachers.					
6)	Teachers have enough teaching materials and are well facilitated					
7)	Teachers handle students problems related with performance individually					
8)	Each subject has enough and qualified teachers					

9)	Teachers report to school on time					
	<b>Influence of budgeting on students' performance in rural secondary schools in Masindi district.</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1)	Academic performance is rated on scores and grades in test and examinations.					
2)	Planning and budgeting of school activities influence academic performance.					
3)	Enough funds are remitted to cater for USE activities					
4)	Funds are disbursed in time as programmed on the work plan of the term.					
5)	The school administrations is responsible for the budgeting of its school's activities					
6)	Funding of USE activities by government should be increased to 100%					
	<b>Influence of planning of USE on students' performance in rural schools in Masindi district.</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1)	School planning is done concurrently between the administration and the ministry					
2)	There is a limit on the number of students in USE schools.					
3)	The government provides boarding facilities in USE schools.					
4)	The National budgeting and planning gives USE higher consideration.					

**Thank you for your cooperation**

## **APPENDIX 2**

### **INTERVIEW GUIDE FOR HEAD TEACHERS, BOGS AND PTA**

1. Are school exams necessary?
2. Are USE funds adequate to handle all the activities as planned by the MOES?
3. Do head teachers participate in the planning of USE at all levels?
4. How do the parents participate in their children's Education?
5. How do you think the surrounding environment influence performance of students?
6. Who does the school staffing?
7. How do the DEOs and Inspectors of schools get involved in the USE system?

**APPENDIX 3: Table for Determining the Sample Size of the Population**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.