CHALLENGES IN THE MANAGEMENT OF PRIMARY SCHOOLS IN KIBAALE DISTRICT

BY

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DECLARATION A

I Kabonesa Angellina do hereby declare that this research dissertation titled, "challenges in the management of primary schools in Kibaale district" is my original work and has not been presented for a degree or any other academic award in any University or Institution of learning.

Signature:

KABONESA ANGELLINA

Kab

Date

23rd - 08 - 2018

DECLARATION B.

"I certify that Kabonesa Angellina carried out research on challenges in the management of primary schools in Kibaale district" under my supervision.

.....

DR. AFAM UZORKA

(Supervisor)

23/08/2018

.....

Date:

DEDICATION

I dedicate this work to my parents Mr. Ssemakula Max and Ms Kafunga Leontina whose sacrifice towards my education exposed me to the world of intelligential.

ACKNOWLEDGEMENT

In such a vast understanding of this nature, it is impossible to acknowledge the contribution of all and sundry. However, the temptation to acknowledge the role of the following is irresistible. The first is God, whose guidance, love, care and grace has made the writing a successful venture.

Special thanks go to my beloved parents Mr. Ssemakula Max and Ms Kafunga Leontina who by their encouragement and sacrifice towards my education. I have developed strength and prayers encourage me throughout my education.

I wish also to recognize the role of my lecturers and teachers in filling refilling my Tabularasa mind with modern thoughts and ideas. Special attribute goes to Madam Ssekwe Elizabeth, Mr. Kaziiro Peter, Mr. Mbogo Charles, Madam Mbabazi Juliet, Mr. Mukasa Gabriel (ST. Albert S.S.S), Kakindo, Ms. Gwokyala Edith, Dr. Afam, Mr. Laaki Samson (Kampala International University). Iam yet grateful for the contribution of the Director, Board of Governors, Headteachers, staff and learners of ST. Albert S.S.S. Kakindo, ST. Charles Lwanga, Luubu S.S for their solid support towards my education.

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I wish to extend my sincere gratitude to Dr. Afam Uzorka who has been my supervisor for the tireless guidance, skills and honest, attention that sustained my motivation to the final accomplishment of this research dissertation.

Finally, I give glory to the Almighty God who has been there to fulfill his purpose in me all the time.

ABSTRACT

The study assessed the challenges in the management of primary schools in Kibaale district. The specific objectives of the study aimed at investigating the administrative challenges that primary schools face in Kibaale district. There is need for efficient and effective management and running of primary schools over the formation however, there has been concern over the management of primary schools in Kibaale district often resulting to poor performance of these schools in National Examination and frequent students unrests.

The conceptualization of the study was based on the fact that schools just as the business enterprises need effective management to achieve the set goals and objectives, such as functional organizations have a purpose which they must be seen to fulfill effectively and efficiently the research was based on a descriptive design. The research adopted a stratified random sampling strategy on a target population of 89 public schools in Kibaale district. Primary data was collected by the use of questionnaire which were self-administered by the researcher with the help of two other assistants. Secondary data was obtained from books, Journals. On administrative problems in primary schools and general management of schools as well as the functioning and roles of various school management committee. The research embraced a research, methodology that give valuable results as desired by the study research questions and objectives.

A descriptive, research survey design was employed, questionnaires with closed and open ended questions were applied to ensure that the research instruments gave formidable data and thus ensuring reliability of the instrument. The study established that lack of adequate training and experience on financial management might be the main cause of school mismanagement and hence poor academic performance every aspect of school management and hence is attached by the way more is allocated.

The finding indicate that Head teachers spend more time on reviewing finance matters with parent, teachers and Board of governors. Issue of discipline come second in

importance to the Head teacher as finance, because Head teachers would probably delegate them to the deputy and other teachers. The study conducted that inadequate training and experience of the Head Teacher in such financial management, discipline a teacher relation could be the case of poor performance. This is because the role of the Head teacher revolve around the three issues.

The study came up with various recommendations touching on various stakeholders that included parents, teachers, Head teachers and Board of governors the government should at least train head teachers on finance management. The government should also provide grants to help in the operation of school especially on matters to do with finance. The ministry of education should put mechanisms in place to ensure that Head teachers run schools without extend interference. Head teachers should delegate their powers to the deputes, with supervision. This research was conducted in Kibaale district Western Uganda.

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CHAPTER ONE

1.0 Introduction

In this section, the researcher introduces the topic of the challenges in the management of primary schools in Kibaale district. This chapter therefore focuses on the background to the study, problem statement, the objectives, research question, and scope of the study and significance of the study.

1.1 Background of the study

1.1.1 Historical perspective

The driving background for conducting the research in primary schools in Kibaale district was the rapid development and expansion of educational progress all over the world and in Uganda particular. The researcher sought to study the interplay in the variable and examine how they affect primary school management in Kibaale.

Uganda's primary education system follows the education system of its former Colonial Masters Britain. Primary level consists of seven years of schooling at the end of which pupils undertake primary leaving exams (P.L.E) in four subjects.

With the event of universal primary education in place increased enrolment was realized in schools warrenting most schools to have better skilled staff equipped with the necessary experience and knowledge to handle the increasing number of pupils in schools. All the policies required that the position of the school head teacher be made democratically harmonious with the school management. The head teacher was required to have attained a certain level of qualification, experience in service and in gender mainstreaming, (OHO 1998). He further stated that because of the changing environment; the roles, duties and responsibilities of the primary school management were also changing very fast. This therefore paused a challenge to the primary school Head teachers and other stakeholders to meet the challenges of management.

1.1.2 Theoretical perspective

The research on challenges in the management of primary schools was based on a theory of human relations approach. This was derived on the basis of Hawthorne studies conducted in America by some social scientists notably Roethlisberger, (1959) and Mayo (1959). He argued that;

"Productivity and efficiency were primary functions of man's motivation to collaborate at work."

They emphasized the need for the managers understanding of.

(a) Formal and informal organization of people at work.

(b) Sentiments and feelings of individuals and groups in work environment.

Generally the theory advocated against the concept of using man as a machine. If the Head teacher needed to be successful in developing informal authority, they needed to behave in a way which faster's workers loyalty. Even in difficult situation. Wyne and Miskel (1991), behavior needed to be emotionally tempered, calm and considerate avoiding threats to the self-esteem of their staff.

1.1.3 Conceptual Perspective

The conceptualization of this study was based on the fact that schools just like as the business enterprises need effective management to achieve the set goals and objectives in this perspective, school management was addressed in terms of planning, staffing, supervising controlling and directing as elaborated below;

- **Planning;** Meant a future oriented exercise that involved the setting of organizational objectives and devising means of achieving them (Rose Izizinga 2015).
- **Staffing-** Meant the hiring and retaining a suitable workforce for the school (Otto 1998).
- **Controlling:** Meant the activities which the administrator under take in order to ensure that everything precedes (Izizinga 2015).

- **Organizing.** This involves setting activities that need to be done in order to achieve the stated goals and assigning activities to property qualified personal and delegating the necessary authority to those people (Barbut yr 2007).
- **Directing;** this involved influencing the staff to perform as effectively as possible.
- **Decision making;** was regarded as the core of management and was a conscious choice from among a well-defined set often competing alternative.

1.1.4 Contextual perspective

The main goal of universal primary education was to provide the minimum necessary facilities and resources to enable Uganda children to remain in school and successfully complete the primary cycle (MoE s.s.t) Ministry of Education, sport, science and Technology. However, the new vision of (1st October 2014) highlighted that the challenges facing tree education were not unique to a Uganda a lone, like Uganda, Kenya were gradually chocking under the weight of the high enrolment, inadequate infrastructure, inadequate teaching space, shortage of teachers and later disbursement of government funds.

Following the education stakeholder's meeting held by the district education officer on 28/1/2015, the general concern was the poor academic performance, staff irregular attendance, Head teachers validation and school management to enhance quality education provision in Kibaale primary schools.

It was therefore necessary that the study investigated the challenges in the management of primary schools in Kibaale district.

1.2 Statement of the problem

The study sought to investigate the challenges in the management of primary schools in Kibaale district. Kibaale district has 89 public primary schools of which thirty are headed by female Head teachers. The problem here was in the public schools, where there had been a continuous poor primary leaving exam results (P.L.E). Therefore the question remains that regardless of the good qualities seen in the head teachers, why

have the academic performance continued to be poor, therefore, with dilapidating structures and clear lack of development plans for the schools. It upon this background that the study was conducted in an attempt to raise a point for better school management in the primary schools in Kibaale district, Western Uganda.

1.3 Research objective

1.3.1 General objective

To investigate the challenges in the management of primary schools in Kibaale district.

1.3.2 Specific Objective

1. To find out the administrative challenges that primary schools face in Kibaale district.
2. To find out the economic challenge in the management of primary schools in Ki
3. To find out the personal factors / academic qualification and gender influence in the management of primary schools.

1.4 Purpose of the study

The purpose of the study was to assess the challenges faced in the management of primary in Kibaale district.

To identify the gaps which had not been noticed by the educational managers of Kibaale district and central government to make contribution towards improving primary school administration and management within the district.

1.5 Research questions

1. What are the administrative challenges that primary schools in Kibaale district face?
2. What are the economic challenges in the management of primary schools in Kibaale district?
3. What is the influence of personal factors / academic qualification and gender influence in the management of primary schools in Kibaale district?

1.6 Scope of the study

1.6.1 Geographical

The research was limited in Kibaale district since it was where the researcher was well vast with to research on the challenges in the management of primary of schools.

1.6.2 Content Scope.

The content of this research aimed at examining the challenges in the management of primary schools in Kibaale district, special attention, and specific attention is also to be on investing the relationship between managers and other state holders and the district level.

1.7 Significance of the study

The significance of the study lies in closing gap that leads to challenges that affect schools findings will be useful in the following ways.

i) The researcher conducted the study as part of the assignment of a Bachelor's Degree Arts in Education of Kampala International University and hoped to attain the required pass mark for that purpose.

ii) At theoretical level, the study's will contribute not only to strengthening and development of management of primary schools in Kibaale but also to the whole process of involving people of all levels, gender and race in the management of schools.

iii) The study would be helpful to a number of people for instance Ministry of education, District education officials, school administrators among other concerned stakeholders.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this challenges in the management of primary schools in Kibaale district. To achieve this, the teacher has reviewed, documents and works of other scholars in relation, to the objectives of study. Data in this chapter has been obtained from use of text materials, Journals, manuals and handbooks. This chapter discuss the theory on which, this study was based. The conceptual frame work and the literature related to the studies as seen below;

2.1 Theoretical Review

The study "challenges in the management of primary schools in Kibaale" was based on the theory of "Human Relation approach' Mayo (1959). This theory was against the concept of man as a machine, Mayo believed that employees would work harder if they believed management was concerned about their welfare and supervisors paid special attention to them.

Bennett etal (2003) stipulated that distributed management is not some done by an individual to others of a set of individual's action through which people contribute to an institution. It is a group activity that works through and within relationships rather than individual action.

Robert House (1975) stipulated that a good manager should enhance subordinates job performance by showing them goals to achieve and the paths to take in order to achieve the said goals. This gave the researcher to question that what do the manager do not to resolve the challenges in the management of stated goals are put into use? Because the equity theory on motivation Peterson (1943) postulated that individual employees compared what they received in terms of remunerations, treatment and so on with other employees of the same rank, education and work if there was equity there was motivation to work, so head teachers needed, to manage schools in a way that was comparable to good practices in other schools near them.

2.2 Conceptual framework

The topic "challenges in the management of primary schools in Kibaale" Both government and private primary schools recommend involving head teachers with the right skills, values and attributes to manage their schools. The study will be based on conceptual frame work. Below showing the relationship of the conceptual frame work.

Independent Variables

Challenges

- Academic qualification.
- Administrative experience.
- Gender

Dependent Variables

Management of primary.

- Curriculum and Instruction.
- Personnel management.
- School nearby community management.
- Maintenance and use of physical material resources.
- Management of finances and school business.

Extraneous Variables

- Foundation body
- Political factors
- Economic resources of the school.
- Environmental factors

The focus was to study the relationship between the effect of the independent variables and the dependent variable and how the interplay affected the head teacher's management of primary schools in Kibaale district.

Although there were other factors that affect the proper management of primary schools. The extraneous variables that included the foundation body of the schools rejecting the school administration, political factors having instability around the school also affected the schools normal functioning, economic resources of the school also affects because a school with adequate facility enables good functioning.

2.3 Related literature

2.3.1 Administrative experience and management of primary schools.

It is important that we understand leadership and are demanded in schools and educational institutions. Bush (2004) reveals that there has been a shift in the different definitions of management, during the 1980s. And 1990s management was considered abroad concept; Whilist in the 90s, research returned to the former, narrower definitions of management.

According to Fayol (1959) management is policy implementation and running of current activities. Furthermore, Leithwood etal (2008) put forward seven strong claims about what constitutes experienced leadership, which are considered vital in education institutions. These include focusing on teaching pupils, responding to situation, improving learning, develop leadership capacities and distributing tasks between staff.

With regard to the experience facing school head teachers, these may be said to be derived from both internal and external sources. One of these experiences is presented by the school buildings and there is little doubt that the quality of schools buildings and there is little doubt that the quality of schools buildings can determine the quality of the schools environment. In other wards the school building is of a high standards of teaching and learning Sarnoff (2001), the physical environment can be considered as the second teacher since the space has the power to organize the educational process and promote the relationship between the learner and classrooms.

General, an experienced head teacher will be able to establish a strong relationship with his /her students Mc Gil Christ (2004) believed there to be four core characteristics of an effective teacher recognizing students' rights, having professional and high quality

leadership, concentrating on student teaching and having focus on creating a learning organization.

The relationship between head teachers and teachers will be considered experience if it is based on fair treatment and mutual trust. If there is a lack of justice, then this must be one of the challenges concerning the head teacher. In fact, it is essential that teacher feels confident if the head teacher's ability, respect his abilities and has an appreciation for his achievements (Crawford, 2014).

At the same time, the head teacher will encounter experiences in working with an educational supervisor, such as lack of co-ordination and support between the two can be a great challenge. Head teachers need people to listen to then (Boerema, 2011) to be shown concern for their well – being and to be given affirmation and encouragement.

Schools can be considered as social institution, which are created to serve the community and educate children, therefore there should be a close link between the school and the local community. In fact experienced head teachers tend to establish a strong relationships with local communities. For example Lewis and Murphy (20080 from the National College for school leadership (NCSL) focused on a link between the head teacher creates and culture, they found that most experienced head teachers create and model their schools culture to one that suits them, in order to make improvements and changes so that they avoid the challenges in the management of primary schools.

2.3.2 Management of curriculum and instruction

According to National curriculum development centre (2015), curriculum refers to all that is planned to enable the student to acquire and develop desired educational knowledge, skills and attitudes." This implies that curriculum is an intentional undertaking with set objectives and outcomes. The government of Uganda (2015) provided a broader definition of curriculum as "all subjects taught and activities provided by the school and may include time devoted to each activity." According

curriculum then extends beyond the classroom. A further classification is proved by West (1992 – 100) who distinguishes three forms of curriculum. First is curriculum – in – action which he says is the one actually experienced by students. It may or may not be congruent with the policies or descriptions of the outlined or intended curriculum secondary, it is the intended curriculum that portrays the vision the school is geared to achieve. The intended curriculum is derived from the country's educational goals. Third is the offered curriculum, which is a representation of the teacher's version of the intended curriculum. This is the one that is captured by teachers in their schemes of work and lesson plans. The term "instruction" on the other hand is used to denote classroom learner centered activities. According to Hatch (1965:28), instruction is "the education designed to primarily assist students gain a mastery of subject matter." The role of the Head teacher, among others is to provide instructional leadership indeed according to Di pada and Tschannen; Moran (200 3:2) experience head teachers are those who "provide leadership in instruction coordinate instructional programmes and emphasize high standards and expectation".

Commenting on the role of the head teacher in organizing and managing the curriculum, Kavisi, (2002) argues that the head-teachers duties in this aspect include;

i) Giving Directors to the school on how to offer a suitable, approved and diversified curriculum in accordance to circulated guidelines from the Ministry of Education and supporting organizations.

ii) Causing teacher's preparations of schemes of work and development of approximate instruction materials like teaching aids.

iii) Teaching lessons on the school time table to get to know what goes on in the classroom.

iv) Setting the pace and directing the drawing up of schedules for the operation in the school thereby ensuring rationalized use of school time.

v) Conducting and convening regular staff meetings at least twice per school team.

vi) Ensuring that students are adequately prepared, registered and presented for internal assessments and national examinations.

2.3.3 Management of school physical resources

Schools need adequate physical resources without which teaching and learning would be difficult so the administration experience of head teachers in the following areas are important as reported by Mantep (1995).

i) Land; this is the ground owned as properly by the school, availability of land would enable the school to expand, plan for new facilities, and even improve the school environment due to the fact that land is one of the major challenge in the management of schools in Kibaale district.

ii) Buildings are those that have been constructed for the purposes of enhancing teaching and learning. They include classrooms, libraries, workshops, teacher's houses, stores, toilets and kitchen.

iii) Furniture and teaching materials, these are indispensable in facilitating teaching and learning, teaching materials include Brocks, science kits, chalkboard and charts. Quick repair and immediate replacement for lost items should be under taken Okumbe (2001) highlights the responsibility of the head teacher in the management of physical facilities.

i) Diligent site of the school plant and facilities.
ii) Maintenance and repair of school plant and facilities.
iii) Enhancing cleanliness in classrooms, dormitories, halls, eating areas and within surrounding environment

2.3.4 Management of staff personnel

The head teacher needs experience of how to take charge of the teaching support and the student personnel commitment of all cadres of personnel is crucial to the success of the school. Mantep (1995: 192) has identified nine areas of experience for the head teacher under the personnel task namely;

i) Selection and recruitment of staff with specific emphasis on the support staff.
ii) Wage and salary structure under which salaries for support staff are considered taking into account the government's minimum wage guidelines, time and efforts required to accomplish the job effectively, the kind of technical knowledge, skills and experience required to perform the job and the need to cope with economic changes.
iii) promotions
iv) Health and safety
v) In-service education and training
vi) General personal welfare issues.
vii) Termination of service, dismissal and retirement particularly of support staff.
viii) Discipline
ix) Fringe benefits

According to the common wealth secretariat (19997) there are seem concerns considered vital for head teachers in staff management namely;

i) Staff selection specifically non-teaching staff.
ii) Staff development through identification of training needs, planning and implementing in house, training programs and evaluating the outcomes of such training.
iii) Staff motivation through the identification and appropriate use of factors that enhance or weakens levels of motivation.
iv) Carrying out appraisals and making fellow ups.

v) Implementing effective techniques of staff supervision and discipline.
vi) Keeping of staff records.
vii) Managing of meetings to effectively plan for school activities, solve problems and build team work.

A further exposition on the expected experience of head teachers for effective management of staff is provided by Kavisi (2007).

i) Delegation of responsibility to the deputy head teacher, heads of departments; senior teachers and teachers.
ii) Welcoming and inducting new teachers and non-staff teachers.
iii) Supervising, appraising and preparing staff appraisal reports.
iv) Ensuring that self-discipline is cultivated nurtured and maintained among staff and pupils in the schools.
v) Creating an environment for start training and development through induction, orientation, attachment and transfers of responsibilities.
vi) Motivating staff
vii) Encouraging staff participation in professional organization.

A part from issues raised in **section 2.3.4,** connection to administrative experience and management of head teachers task areas; this study also focused on how head teacher dealt with issues, such as shortage of teachers, shortage of staff houses' staff motivation and staff appraised as one of the challenges in the management of primary schools in Kibaale district.

2.3.5 Management of school community relations

This task has the dual purposes of obtaining and maintaining community support for school programs and of ensuring that the community is fully involved in the activities of the school. Enhance mutual school community relations can be done through five sub tasks as established by Okumbe (2001).

i) Assisting the community to contrast it's current sense of what schools do and ought to do with other conception of education.

ii) Interpreting the educational program to the community.
iii) Working with other non-governmental organizations involved with the health of the community and the youth.
iv) Working closely with the representatives of the community.
v) Enabling the staff to understanding and appreciate the community OUSO (2000) observes that match existence between the school and the community can be perpetuated through guided use of school facilities by the community, school participation in communal activities such as soil conservation and the involvement of the community in school planning and management.

2.3.6 Management of finances and income generating activities

Mbaba (1992) has defined management of finances or the operation whereby in organization ensures that available funds are used for the achievement of it's objectives." The head teacher's responsibility in financial management has two dimensions, sourcing funds and utilization of the funds. In his examination of the financial management task in the Ugandan context, public finance and accountability Act (2015) identities for sub-tasks that should be of concern to head teachers. These are;

i) Understanding the sources of revenue for the school by keeping abreast of funding shifts and revisions in qualifications for funding from the government and donor community.
ii) Preparation of the school budget which involves budgeting proposal analysis, identification and notification.
iii) Monitoring expenditure in the light of the approved budget, which involves appropriate record keeping, accounting and auditing procedures.
iv) Management of services for non – certified personnel, which includes travel and transport services, insurance and legal advice.

The study considered the management tasks, that head teachers undertakes in managing school finances and reports on the kind of experiences the head teachers had

initiated in their area of interest also were the activities that the head teachers had undertaken to argument school revenue short fail occasioned by fees defaulter.

2.4.1 Challenge of delay of funds to schools

The schools mostly public schools depend on the government to finance the activities, but it was found that in a situation where the government delays to release the funds to the schools, the head teachers find themselves in hard situation in running the school. This forces them to sending students at home to bring funds.

The delay in disbursement of free primary education funds was a challenge in school management as most transactions settlement time would not be met. In a study Cohen interviewed to the new Head teachers. They said

"Delay of free primary education funds hinders effective running od schools and it puts us in a very awkward position as managers" they all suggested that "clear policies for disbursement be put in place and delay of disbursement be avoided at all cost." In fact the district quality assurance and standard officer said that "The delay of free primary education funds has been so frequent that it is not un-predictable when funds are to be expected when in schools a situation that messes up the newly appointed head teacher and all head teachers and it is high time the government stopped delay of funds."

2.4.1.2 Challenge of insufficient funding to schools

In the study conducted in more than eighty schools in Kibaale district; it was found out that budget cuts have created huge problems for most public schools in recent years in Kibaale; less funding means smaller staff, fewer resources and a lower number of services for students; White others argue that throwing more money at the education problems will not make them go away and others argued that lack of funding caused many problems in the first place. The serious funding problems means that head teachers in many schools in Kibaale have to manage budget that are insufficient to cover the costs faced by the school. This has caused setbacks in schools and increased work load for teachers and in some cases redundancies.

2.4.1.3 Challenge of fee defaulting in primary schools in Kibaale.

Basing on the study carried out; fee defaulting happens as a result of the high poverty index in the district, an issue experienced by almost all third world countries.

Bush and Oduro (2006) found out that new Head teachers' face serious problems created by non-payment of school fees – Lev and Byren, (2005) who did a study in six sub Saharan countries namely Ghana, Guinea, Uganda, Ethiopia, Tanzania and Madagascar found out that parents are reluctant to pay fees and again it is the heads who must ensure that the types is paid. During the interview schedule with the head teachers. District education officer (DEO), inspector of schools, they all complained of huge fee arrears caused by poor payment and that was a great challenge in the management of primary schools in Kibaale. 13 of the head teachers said this was as a result of the poor economic back ground of the students and the high number of orphans in schools who lacked proper sources of finances.

2.4.1 Challenge of formula funding in schools

Formula funding allocates a budget to each individual school based on that schools student's numbers and characteristics. The formula for each, primary school is determined on the basis of national funding relations with scope for local implementation. The local authority, in consultation with school forums makes decisions on local implementation.

As the system has developed under local management, more and more resources have been delegated to schools and they now control the overwhelming majority of this funding. This have resulted in a low level of responsibility for, head teachers whose role in managing finances is essential.

Benedicts' (2005) study provides yet another link as to how a head teacher's perceptions towards economic assessment can act as a guiding force in his/her practice lastly. Duma's (2010) investigation accentuates that possibilities in producing meaningful change when head teachers enhance their leadership practices.

2.5 Academic Qualification and school management

A survey conducted by James and Michael (2001) noted that lack of training has been responsible for great deal of inefficiency and ineffectiveness so commonly observed in the performance of many educational systems.

The management of education system demands knowledge, skills and attitudes that would enable educational managers to work effectively.

The academic and professional qualifications of head teachers are expected to influence quality of service delivery at the school level. The knowledge that head teachers affect teaching and learning practices the leadership they provide for the school and community and the ongoing support to teachers are important in implementing experienced school reforms (Mulkeen 2005).

Head teacher's competence in management is influenced by the administrator's academic qualification and professional development. Its aim was to determine whether participating in teacher's development and management system satisfied one's personnel need for professional development (Kioko 2004). The study sought to establish whether increased levels of professional competence were influenced by academic qualification and administrative experience. Head teachers state that academic qualification and administrative experience though key variables was not as strong as training (Everard 1990).

2.5.1 Head teacher's exposure to training and management.

A survey conducted by Micheal (2001) noted that lack of training has been responsible for a great deal of in efficiency and ineffectiveness so commonly observed in the performance of many education systems. The management of education system demands knowledge, skills, and attitudes that would enable educational managers to work effectively. (Mackey 2012). These was need for a systematic and consistent preparation of educational administrators to enable them discharge their duties effectively.

Smith and Angelson (2013). However, many head teachers are not adequately prepared to cope with changes in their job situation in school management. There had been on a cute need, to train and expose educational administrators to continue professional activities to be competent (Jones 2001).

2.5.2 The need for professional development and central office support for secondary school managers.

Head teachers need to be supported, as they learn to shift the school culture to assessment from learning – (smith and Engelsen's) 2013) study reinforced the idea that even though teachers are the key to change in assessment for learning, head teachers are also an important factor.

Renihan and Noonan (2012), in their Canadian study, also proposed that the head teacher is important in the change process and must become assessment literate to be an effective facilitator of change. They highly lighted some unique problems caused by limited resources, distance and scarcity in rural settings.

In context of rural schools, the a rises as to the supports available to head teachers, not only in acquiring knowledge, appreciation and skills required of assessment leadership, but using them effectively given the powerful constraints placed upon them by their context.

It is evident that school leaders are a crucial factor in the implementation of assessment for learning in schools. To be experienced in the implementation of change; they need support in their professional learning, additional time to learn and provide support to teachers, and they need the ongoing support of central office personnel to overcome the challenges in the management of primary schools in Kibaale district.

2.5.3 Tools applied in the monitoring and assessment of management in primary schools in Kibaale district.

Institutions often use refresher seminars to continually educate and inform managers and stakeholders about the importance of ethical behavior which might be a challenge

in school management. The seminars may also provide information regarding new operational policies to ensure the provision of high quality teaching and learning.

The national government through it's relevant agencies is responsible for setting goals and aims of education, providing and controlling the national curriculum and determining the language and medium of instruction.

The National Curriculum is determined by the National Curriculum Development Center (NCDC) and all districts need to comply with it. Functions of the NCDC are;

To carry out curriculum reforms, to initiate new syllabuses and revise existing ones, to draft teaching schemes, textbooks, teachers manuals and examination syllabuses in co-operation with teaching institutions and examining bodies and to design and develop teaching aids and instructional materials, among others.

2.5.4 Head teacher's gender and school management

The relationship between men and women and their roles of responsibilities are a scribed by society in what is meant to be Gender.

Atieno (2013) notes that although male head teachers are affected by female roles, female head teachers and other female staffs have more gender experiences.

Mudulia (2013) noted that in marriage men and women are expected to be husband and wife and possibly father and mother, as working men and women, the head teachers have to know how to balance their duties homes as well as at work.

Even single male and female head teachers, their roles in society do not change as they are still expected to fulfill their famine and masculine roles of looking after their homes.

In regard to the observation both men and women roles as fathers and mothers will therefore affected their consistence at their work place because of what this entails for the women. The care which includes the time of pregnancy to weaning age of the child requires a lot of attention from the mothers, as such, women will many times report

fatigue or simply must work to attend to their children and may in turn drop out of the whole career system, thus attending the management performance of the school.

The study sought to determine how gender role affect the head teachers management of primary schools in Kibaale district.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the researcher provides the way he coordinated his research and how to analyze and interpret the collected data from the field. This chapter provided the definition and the use of research methodology, research, design and research techniques include interviews, participants, observation and qualitative documents review.

3.1 Design

The study undertook a cross sectional survey design using quantitative and qualitative approach. It was a survey design because of the relatively large population. It took qualitative and quantitative approaches so as to get details from respondents to supplement qualitative data.

3.2 Study population and area

A total of 66 respondents participated in the study. There was to be 12 head teachers of public primary schools, 15 private school head teachers in Kibaale district who were given questionnaires as well as 39 classroom teachers who were subjected to fill the questions and oral interviews so as to get the details on the challenges in the management of primary schools in Kibaale district, Uganda.

3.3 Sample size

The researcher was able to prove the sample size for the research as 59 having calculated from the target population of 376 teaching employees of Kibaale district.

3.4 Sampling method

In conducting my study both probability and non-probability sampling methods were applied. My sample of the study was through simple random sampling. The selected sampling unit's subjectivity in an attempt to obtain a sample that appeared to be a

representative of the 12 public primary schools, 15 private primary schools, district education officer, district inspector of schools and school teachers in Kibaale district.

3.5 Data collection method

Data collection was done using self-administered questionnaires to head teachers / teachers and through focus group interviews especially to the teachers.

3.6 Reliability and validity

The researcher presented the instrument for the attention of the department and sought expert advice through the supervisor assigned.

3.7 Ethical consideration

The researcher acknowledged all the sources of information used in the research and obtained a letter from the university seeking permission to conduct research in Kibaale district and wrote consent letters to the respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTEGRATION OF DATA

4.0 Introduction

This chapter presents the research findings and their interpretation as described by the research. All the responses that were obtained and analyzed are presented in meaningful patterns. The data is presented using tables and those with direct bearing on the research objectives and research questions are hereby presented.

4.1 Demographic profile of respondents

Table 4.1: Demographic profile of respondents

Category	Frequency	Percentage
Gender		
Male	30	55
Female	26	45
Total	**56**	**100**
Education qualification	40	70
Diploma	16	30
Bachelor	56	100
Administrative Experience		
Below 5 years	9	15
5 – 10years	17	46
10-15years	10	19
15years and above	11	20
Total	**56**	**100**

Table 4.1 Shows the respondents who participated in the study. They were 56 regarding gender, the majority 55% were male only 45% female.

The majority of the respondents were diploma holders 70%. The bachelor's holder were 30%. From the table 4.1 above, regarding administrative experience between 5-10 years were the majority with 46%, 15years and above had 20% experienced administrators while 19% between 10-15 years and the least with administrative experience were 15%. This data implies that in Kibaale district there are varying administrative experience of the teachers for every school meaning that the schools are managed using diverse administrative experience, qualifications and gender influence which at most is a challenge in the management.

Table 4. 2.1 Competence of head teachers in the management of primary schools.

Variable			
Head teacher's management of curriculum and instruction	**Mean**	**Interpretation**	**Rank**
• Supervising teaching and learning.	3.44		1
• Monitoring curriculum outcome	3.35		2
• Checking records of work	2.93		3
• Checking documents of schemes of work	2.70		4
• Checking or lesson plans and note books	1.45		5
Average mean	2.77	Poor	
Head teacher's management of staff /personnel			
• Supervising and upraising teacher's performance.	2.77		1
• Organizing in-service courses for leaders	2.75		2
• Monitoring staff welfare and	2.40		3

relationships			
• Reporting pupils progress to parents.	1.99		4
Average Mean	**2.47**	Poor	
Head teachers management of relationship with the nearly community.			
• Explaining school places to the community.	3.72		1
• Involving the community into school / projects	3.53		2
• Interpreting education program to the community.	3.40		3
Average mean	3.55	Fair	
Head teacher's performance in management of finance and school business.			
• Determining needs and means of acquiring financial resources.	3.98		1
• Preparing school budget.			2
• Maintaining appropriate record keeping for accounting and auditing.	3.40		3
• Supervising funds for different activities in the school.	2.98		4
• **Average mean**	3.53	Fair	
Overall mean	3.08	Fair good	

Table 4.2.1 shows that overall, primary schools in Kibaale are not managed well, due to the fact that the management of schools was conceptualized in terms of head teacher's management and nearby community relation management. Management of curriculum and instruction, staff personnel management, as well as management of finance and school businesses. Therefore, this creates a challenge in the management of schools in Kibaale district.

4.1.2 Head teachers administering of primary schools.

Based on qualitative data, the most experienced head teachers said that they have been able to perform the task by ensuring that teachers use schemes of work, lesson plans and use relevant instructions / materials in every lesson taught.

Majority agreed that head teachers who do not personally teach in the schools they head do not provide good mentorship to the head teachers. This was evidenced in the schools were the head teachers have been managing primary schools for more than 10years and acquired better skills of managing the teachers to cover the entire content of the curriculum and instruction effectively through close support supervision. Jirasinge (2004).

Supervision and maintenance of physical and materials resources is done by most head teachers. Those with longer experience have better maintenance plan. They repair and maintain broken desks at the end of every term to avoid accumulating many broken furniture. The head teachers further said that the school budgets provide for acquisition, maintenance and repair so every release of the Universal Primary Education grants the class teachers select the broken furniture for repairs and to safeguard the rest.

While school head teachers feel the teachers are to perform their teaching job effectively. The head teachers with little experience in school management and up using dictator approach with the staff. This is mainly in the schools where the head teachers do not apply transparency as said by one of the teachers that;

"Less experience head teachers do not consult the staff to propose the school items to be purchased making the teachers to take no care for such properties. Like valuable books, that would hence be used for teaching to facilitate learners' achievement of good academic grades and schools have lost many school properties as they are always left un attended to".

Because the money allocated to primary schools by the government is inadequate, this has made it very difficult for the schools to smoothly throughout the year and head teachers with more experience have devised a method of purchasing school items in bank while others have developed good business relationship with particular suppliers who provide service to their schools on credit and are given opportunity to pay later such as scholastic materials; exams, report cards books and other requirements. This money is paid one the school realizes the funds.

4.2 Head teacher economic management of primary schools.

According to the head teachers interviewed, and the stakeholders, the view of the directors of the private schools in Kibaale district above support the finding on the ground, when the research checked management results of the finances, public primary schools head teachers in contrast to the private head teachers. It was found out that regardless of the private school head teachers, financial management is better in private schools than public schools.

Economic challenges are closely related to internal disagreement; schools that have financial hardships will hardly advanced and incorporate new changes in management project. According to lowlier and Christopher (2006) this would be through gifts or financial benefits. When this aspect is absent, employees take side and assume the leader is "eating" a lone thus work **against** organized programs. This problem is prevalent in many primary schools in Kibaale district given the poverty nature of many of them. As a result additional challenges, in management became visible for example culture and mission. Generally the influence of communities in school management

activities is minimal but where the community is aggressive especially among community schools. It becomes very difficult for school head teachers to suggest and implement what parents feel to be bad or failing to meet community expectation.

4.3 Head teacher's personnel factors, academic qualification and management of primary schools.

The research findings agreed with Bush (2006) most head teachers said that;

> "They thought leadership was something involving titles or position but they realized that it was something one needed to learn."

Wisniewski (2010) further supports this by asserting that personal theories of leadership can be improved through active learning and realized settings. Most head teachers especially in the newly opened private schools were appointed from the classroom teachers who have performed well in their subjects an approach which do not consider academic qualification.

This according to the head teachers was proved that majority of the private schools in Kibaale district were diploma holders whose, management ability of primary schools were not different from the public primary schools head teachers. The directors of one of the private schools said;

> "I don't mind of the head teachers academic qualifications to one what matters is the academic good results even if the head teachers is untrained as long as can teach , run the school well and pass the learners that is the right person to do the job for me".

In the improvement and maintenance of standard and quality the head teachers have strengthened the existing good practices in their schools. This was done by identifying areas for further improvement, development and sharing experiences through meetings as educational leaders. In an interview with one of the head teachers, this is what he had to say;

"We wonder why regardless of all the support infrastructures teachers who are better and regularly paid that our schools cannot produce better academic results and improve standards."

Academic qualification, further enable both the head teachers and teachers to feel confident in Job performance. The researcher observed that this enabled the head teachers to become more effective in their school management. The results agreed with Okoth (2013) who noted that training is aimed at developing human and conceptual skills on management hence, those who aspire to be head teachers must have managerial require diverse abilities and knowledge such as personnel management, head teacher's academic financial management, material and resource management. Most head teacher's academic training. Involved only either one or two of the above skills making them lack skills in other areas. All the respondents suggested that head teachers have limited knowledge of financial management as stated by one of the head teachers that;

"Managing school fund is not easy, most heads are trained to be teachers and not accountants so it is a challenging tasks for the school heads to manage proper books of accounts and auditing, more especially developing the school stock register and raising balance sheets for school accountability and auditing".

4.3.1 Gender performance and management of head teachers

In both schools headed by male and female heads, it was found out that the heads teachers carry meetings to enable them communicate to the staff, students and other key stakeholders of school, looking at the importance of communication in school administration, the chairperson of the school management committee who was on school routine supervision said.

"A school head teacher who does not communicate to his or her staff – other stake holders may not know the experiences and what happens in the school.

And for the schools to perform better It is through this staff meetings and school assemblies that this can be effectively done."

When the teachers were asked on the work load carried by female head teachers as, a challenge to their school management one teacher clearly said that;

"Female administrators would be the best performers but they have work in their individual families which has to be balanced with school administrative role. So they come to school when quite exhausted and this lead to deterivating administrative performance."

In support of his head teacher, another teacher added that;

"Women have been in most cases been restricted by the husbands in times of heavy pregnancy and after children birth they have maternity leave of 90 days and this makes them not attend duty as previously."

The study further found that some women after getting married, their roles at home increases and gradually their management levels deteriorate. These findings conquer with observations from some countries like India where women first as for permission from their husbands to work while they would in many cases need the support of their husbands to manage some school programs as reported by William (2000).

Table 4. 3.1 P.L.E Results of schools involved

rimary Schools	Head teacher'		2014			2015				
AGENDER		EXPERIENCE	D1	D2	D3	D4	D1	D2	D3	D4
'. PARTRIC P/S	FEMALE	17	19	40	19	O2	16	49	21	00
'. CHARLES LWANGA P/S	MALE	12	12	15	35	17	02	31	29	09
'. FLORENCE P/S	FEMALE	16	02	24	32	06	06	03	26	30
SAIGI P/S	MALE	14	06	29	34	04	04	31	22	00
KORA P/S	FEMALE	12	20	23	23	12	09	18	31	11

Basing on the table 4.3.1 above, the research found out that in Kibaale district, the female headed primary schools were academically performing better than the male headed schools.

4.3.2 Importance of the Head teachers in school management

On identifying the importance of the head teachers in the school one of the head teachers said that;

> "A school cannot perform well if the head teacher is administratively weak. Teachers and students need to be motivated and well, mobilized to work towards achieving good grades which can be possible when the head teacher put the resources' into good used when asked to choose the headmaster and the headmistress who manages the school finances better, the response were as presented in the table 4.3.2."

Table 4.4 4. Head master manage finances better than headmistress

Response	Frequency
Strongly agree	26
Agree	14
Disagree	10
Strongly disagree	06
Total	**56**

From the above table 4.4.2 it shows that majority of the respondents strongly agree that headmasters manage finances better than the headmistresses. It was further brought by another respondent that;

> "It is common for the headmasters to involve the finance committee in management of funds and formulating of school budgets unlike the headmistresses who commonly carry out the activities in isolation with one or two favorite members of staff to her."

4.3.3 Reason for the preferences of head teachers.

Table 4.5.3 reasons for staff and students preference

Reasons	Headmaster	Headmistress
Hardworking	7	3
Helpful and sympathetic	6	12
Solve problems	4	2
Approachable and friendly	2	1
All above	2	1
Total	**21**	**18**

According to table above, indicated that headmasters were basically preferred for their hard work and solving problems faster than headmistresses. Note should be taken that the head mistresses were particularly preferred by the students for their helpfulness, sympathy, approachable and friendliness most learners mainly the girls said.

"The headmistress is better than the headmaster because they understand our problems as girls than the headmasters; Prefer as the headmasters for solving problems quickly."

These findings supported by what Jerry (2005) states that men and women are different physiologically, emotionally, sexually and as such the psychologically and physiological differences between men and women give rise to several administrative performance differences. Therefore gender does not have serious influence as seen in the performance of the female headed school academic performance being better than those of the male headed schools who have better staff morale to work with limited resources and general school poor program being the main cause for the male headed schools to perform poor in academic such schools are day schools with poor infrastructure.

CHAPTER FIVE
DISCUSSIONS, CONCLUSION, RECOMMENDATIONS

5.0 Introduction

The main aim of the study was to find out the challenges in the management of primary schools in Kibaale district Uganda.

The biographical data of the respondents were sought in relation to administrative experience of the head teachers, economic and financial management as well as qualification and the gender of the head teachers in Kibaale district. The discussions and conclusions from research findings are presented in the preceding chapters that led the researcher to draw the conclusions and recommendations in the chapter.

5.1 Head teacher's administrative experience and their management of primary schools in Kibaale district.

According to studies in the United Kingdom in the report (2008), management standards in schools clearly identified teaching experience as a way of acquiring management skills. The discussion leads to implication that school managers particularly school head teachers are exposed to essential activities related to school management in their training making them better school managers. Barbuto (2007) in purport states that experience is important for any administrative function.

The respondents agreed that there is little influence of their administrative experience in the performance of their tasks related to finance and school resources. This is because government funds of primary schools is very irregular and finance management is not an activity of daily basis for the head teachers hence little experience on finance management has been accumulated.

The teachers further stated that head teachers with long service experience mentors their staff to teach effectively and provide support supervision to them to make schemes and lesson plans effectively as a major tool to compete the syllabus for every

school term and helping learners to achieve better content through effective teaching and learning ministry of education, science, technology and sport (2015).

There is limited relationship between the learners and teachers. This has been due to the inappropriate means of handling learners and punishing in disciplined learners. Mostly in terms of academic consultations and other school activities and the teachers do apply at times corporal punishment on the as if they are not human. This contradicts with Atieno (2013) whose study suggest that head teachers should make schools attractive to enhance learning and every teacher to avail opportunities for students to learn. Therefore teachers should learn to utilize every experience to better their professional actions.

5.2 Head teachers economic and financial management of primary schools

Economic challenges are closely related to internal disagreement schools that have financial hardships will hardly advance and incorporate new changes in management projects. According to lowlier and Christopher (2006). This is because employees like being enticed to cooperate and this would be through gifts a financial benefit. When this is absent, employees take sides and assume the leader is "eating" a lone thus work against organized programs. This problem is prevalent in many primary schools in Kibaale district given the poverty nature of many of them. As a result additional challenges in management became visible. For example, culture and mission. Generally the influence of committees in school management activities is minimal but where the community is aggressive especially among schools. It becomes very difficult for school head teachers to suggest and implement what parents feel to be bad as failing to meet community expectation.

5.3 Head teacher's personal factors / academic qualification and gender influence in the management of primary schools in Kibaale district.

According to this study, head teachers manage primary schools in the same way the schools do not produce good primary leaving examinations (P.L.E) grades and majority of them lack minimum requirements and standards. Travol (2002) on the benefits of training pointed out that, in serve courses for head teachers, be than at levels namely; the pre-service, in-service and on job. He noted that in – service training should be made mandatory, regular and longer in duration and organized in the field.

The researcher agrees with this assertion because most head teachers quality as head teachers and yet the job of management requires it's own skills which is not well emphasized in the teachers' training college so such training needs. Identified and tailored to equip the trahave appropriate training is required for ever school leader Okot (2013), however in this study disagrees that training a lone is important and there should be good leadership qualities if the school leader is to achieve school development.

Gender roles, further cause the female head teachers mostly after child birth to remain at home on maternity leave. This is mandatory for every civil servant based on the public service standing order (2010) that provides a maternity leave for every public servant of 90 working days.

Schools headed by female head teachers in Kibaale district perform academically better than the male headed schools. This is based on the PLE (2015) indicating that primary PLE results of female headed schools produced better academic schools results than the male headed ones. This is however proved by Abere (2006) whose study proved that headmasters are more preferred by the teachers because of their hard work and being easily approachable, the learners mainly the girls preferred the head mistresses for their sympathy helpfulness, knowing their problems as girls this leave the headmasters as heads of co-educational institutions to create affordability for the girls to attend school regularly.

5.4 Conclusion

It can be concluded that some of the head teachers are still in acting capacity an issue that the district educational officers needs to handle in abide to improve the administrative morale of the head teachers as a motivational to their administrative performance.

Economic challenges are closely related to internal disagreement due to the fact that schools that have financial hardships will hardly advance and incorporate new changes in management project.

On the personnel point of view, the academic qualifications of the head teachers do not have a strong relationship with the way schools be taken that private primary schools with head teachers of low qualifications produce much better academic results than the public primary schools with better facilities and qualified teachers.

5.5 Recommendations

Efforts should be made to have administrative courses handling various topic in educational administration to all head teachers. There should be equal opportunities i.e training accorded to both male and female teachers, which will enhance interaction between them.

Primary schools head teachers should ensure effective budget for the sufficient funding to fulfill their goals, as well as formula funding should be put in place, setting up of side incomes by the school to eliminate and avoid consequences due to delay of funds.

The ministry of education science technology and sports and the respective district service commissions should ensure the appointment of school head teachers on substantive basis and avoid the posting of caretakers / acting head teachers who are sometimes picked from among the staff to avoid insubordination and underrating of the authority of the head teacher in their bid to manage the schools.

Research could be undertaken to determine the effect of acting position in the role performance of head teachers in the six administrative tasks in the rural primary schools in Kibaale district.

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APPENDIC: 1A
QUESTIONNAIRE TO THE HEAD TEACHERS / TEACHERS

This is how I am going to use questionnaire to the head teacher /teachers. That is to say;

Dear respondent the purpose of the study is to investigate the challenges in the management of primary schools in Kibaale district in Western Uganda and you have been chosen to participate in the study. You are requested to tick cohere appropriate and fill in the gaps. I would like to bring to your attention that the information will be treated with at most confidentiality.

Do not write your name anywhere on this paper.

DEMOCRAPHIC CHARACTERISTICS OF THE RESPONDENTS

PART A

1. What is your Gender?

i) Male ( ) (ii) Female ( )

2) What is your age?

(i) Below 30 years ( )

(ii) 31 - 40years ( )

(iii) 41 – 50years ( )

(iv) 51 and above ( )

3. Educational level

(i) Diploma ( )

(ii) Bachelor ( )

(iii) Masters ( )

4. Post Held: Please indicate .....

5. Marital Status

(i) Married ( )

(ii) Single ( )

(iii) Widowed ( )

6. For how long have you been a primary head teacher?

(i) Below 5 years ( )

(ii) 5- 10 years ( )

(iii) 10 -15 years ( )

(iv) 15 and above ( )

APPENDIC:1B

Questionnaire to assess the competence of Head teachers in management of primary schools (TO BE FILLED BY HEAD TEACHERS AND TEACHERS).

1. Performance of head teachers' Management in curriculum and instruction Role performance: Response 1 = V. good, 2. Good, 3 = Average 4 below Average.

	1	2	3	4
Planning and organizing school programs	( )	( )	( )	( )
Organizing classes to cope with learning activities	( )	( )	( )	( )
Supervising teaching and learning	( )	( )	( )	( )
Monitoring curriculum outcome	( )	( )	( )	( )
Supervising and checking of documents of schemes of work	( )	( )	( )	( )
Checking of lesson plans and note books	( )	( )	( )	( )
Supervision and checking of records of work	( )	( )	( )	( )

2. Head teacher's performance in staff personnel management.

1 = Very good 2 = Good 3 = Satisfactory 4 = Average

	1	2	3	4
Induction of new teachers	( )	( )	( )	( )
Organizing in service courses for teachers	( )	( )	( )	( )
Supervising teachers performance	( )	( )	( )	( )
Monitoring staff welfare and relationships	( )	( )	( )	( )
Maintaining pupils discipline	( )	( )	( )	( )
Supervising students activities	( )	( )	( )	( )
Reporting students progress to parents.	( )	( )	( )	( )

3. Head teachers' performance in school nearby community relation management.

	1	2	3	4
Explaining school places to the community	( )	( )	( )	( )
Interpreting education program to the community	( )	( )	( )	( )
Involving the community into school projects	( )	( )	( )	( )
Integrating the school interest with those of the community.	( )	( )	( )	( )

4. Head teacher's performance in Management of finance and school business.

	1	2	3	4
Determining needs and means of acquiring financial resources.	( )	( )	( )	( )
Preparing school budget	( )	( )	( )	( )
Maintaining appropriate record keeping for accounting and auditing.	( )	( )	( )	( )
Supervising funds for different activities in the school.	( )	( )	( )	( )

PART II

Guiding questions for the teacher's interview in the focus group.

1. Is the head teacher's competence in school management influenced by management training?

.....

How? .....

2. Why does the economic factors more affect the management of primary schools?

.....

.....

3. Does personal factors like academic qualifications and gender affect the way head teachers manage the school? .....

.....

How? .....

.....

PART III WORK PLAN

MARCH	1ST Week	Development of proposal
	2nd Week	Approval
	3rd and 4th week	Collection of Data
April	1st and 2nd Week	Presentation, analysis of data collected
	3rd and 4th Week	Typing and editing
May	1st Week	Submission

PART IV PROPOSED BUDGET

ITEMS	COST USHS
Stationary	60,000/=
Printing / binding	30,000/=
Facilitation / meals	35000/=
Transport	50,00/=
Miscellaneous	25000/=