ASSESSMENT OF MANAGEMENT SKILLS OF EDUCATIONAL ADMINISTRATORS AND MANAGERS TOWARDS SERVICES DELIVERED BY TEACHERS IN MAKINDYE DIVISION, KAMPALA, UGANDA.

BY

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A RESEARCH REPORTSUBMITTED TO THE COLLEGE OF EDUCATION, OPEN AND DISTANCE E-LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE AWARD OF BACHELOR`S DEGREE IN ARTS WITH EDUCATION

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DECLARATION

I Ndagyize Robert declare that this is my original work and to the best of my knowledge, it has never been presented to any institution for any academic award.

Signed ...~~Sillce~~........................

NDAGYIZE ROBERT

Date ...04|.12|.2023...............

APPROVAL

This research dissertation has been under my supervision as a university supervisor.

Signed ....

Mr. KIRYA ROBERT

SUPERVISOR

Date ....

DEDICATION

I dedicate this report to my Dad and my Mum for their endeavours in my education

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I am grateful to the Almighty God for the gift of life and wisdom which I have used to complete my studies as well as write this dissertation.

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CHAPTER ONE

1.0 Back ground of the study.

Management is as old as Adam and Eve. This is cultivated in the fact that since man's inception, a man to day is charged with the responsibility of managing family resources including his wife and children. This is an implication that management is not a recent phenomena but an ancient one. Therefore in case of poor management of family resources would result in conflicts and family break down hence management has to be kept on the fore front for the smooth running of school systems and other business systems and / or institutions.

According to Sisk and William (1981) management is a process of coordinating all resources "through the processes of planning, organizing, leading and controlling in order to attain and achieve organisation's objectives. Further, it is observed that management as a purposive coordinative process is universal to all forms of group endeavour, that is, it is not only confined to business enterprises, and hence every goal to be achieved through group efforts requires some form of management. Duncan (1975) noted that, "effective coordination does not just happen", but is "brought about by individuals who possess the knowledge and skills to synchronise the actions of numerous people and channel those actions toward a common goal". Persons who accomplish this task are called managers, and the knowledge and skill they use are referred to broadly as the field of management. According to Mejia, Luis R.; David B. (2008) management consists of all organizational activities that involve formation of goals; attainment of the goals, appraisal of performance and the development of mechanisms that will ensure the success and the survival of the organization.

John Stuart Mill (1806–1873) provided a theoretical background to resource-allocation, production, and pricing issues. About the same time, innovators like Eli Whitney (1765–1825), James Watt (1736–1819), and Matthew Boulton (1728–1809) developed elements of technical production such as standardization, quality-control procedures, cost-accounting, interchangeably of parts, and work-planning. Many of these aspects of management existed in the pre-1861 slave-based sector of the US economy. That environment saw 4million people, as the contemporary usages had it, "managed" in profitable quasi-production. Written in 1776 by Adam Smith, a Scottish moral philosopher, The Wealth of Nations aims for

efficient organization of work through Specialization of labour. Smith described how changes in processes could boost productivity in the manufacture of pins. While individuals could produce 200 pins per day, Smith analyzed the steps involved in manufacture and, with 10 specialists, enabled production of 48,000 pins per day.

According to Frank and Gilbert (2001) ,Branches of management theory also exist relating to nonprofits and to government: such as public administration, public management, and educational management especially in secondary schools. Further, management programs related to civil-society organizations have also spawned programs in nonprofits management and social entrepreneurship. Note that many of the assumptions made by management have come under attack from business ethics viewpoints, critical management studies, and anti-corporate activism. As one consequence, workplace democracy has become both more common, and more advocated, in some places distributing all management functions among the workers, each of whom takes on a portion of the work. However, these models predate any current political issue, and may occur more naturally than does a command hierarchy. The theory propounded by Frederic Taylor well known as the father of scientific management movement and was born in 1856 and studied at Steven's Institute in Italy. He worked at medieval steel company as a labourer, clerk, mechanist's man and chief engineer. His observation was that for better service delivery good management skills portrayed by administrators and managers was paramount. Likewise in School settings managerial skills are very important in as far as service delivery is concerned

According to Matthew Boulton (2003) service delivery framework (SDF) is a set of principles ,standards, policies and constraints used to guide the design ,development ,deployment ,operation and retirement of service delivered by a service provider with a view to offering a constant service experience to a specific user in a community in a specific business context specifically a school system in which a service provider's capabilities are arranged into services. The term service delivery framework has been used interchangeably with the service delivery platform (SDP) which is a set of technology components that provide capabilities.

In 2008, more than 234 teachers from Makindye Division filed lawsuits in the High Court against poor management that led to unlawful termination of their jobs (KCC Legal Department report, 2008). This created a climate of lack of confidence among teachers where

commitment on the schools' workforce was not cultivated. Consequently, there was increasing tension amongst teachers in schools where head teachers and class teachers were mistrusting each other (KCC Legal Department report, 2008). The growing tension between teachers and school administrations in schools had far reaching repercussions on the performance of schools and produced undesirable results for school stakeholders (Kampala City Council Legal Department report, 2008). Therefore, management practices play a great role in team building and teachers performance when well managed (Ulrich *et al.,*2008).

1.2. Statement of the problem.

Managers are focusing on Education as a key to national development. This however can only be achieved when quality education is offered to all citizens Brophy, (1986). In an effort to enhance accessibility, equity and retention as a result, the government and other development partners have endeavored to provide facilities for the realization of secondary education Chapman, (1983). This has been hindered by several challenges that has affected service delivered by teachers such as high turnover due to limited funding, failure go give authority to head teachers and management authorities in deployment, lack of required trainings to equip teachers with skills and this has resulted to gender disparities due to poor management and thus affecting service delivery to students. This is the reason to why the researcher intends to assess management skills of educational administrators and managers towards services delivered by teachers in Makindye Division, Kampala, Uganda, in order to devise strategies required for improving service delivered to students in secondary schools.

1.3. Purpose of the study.

The purpose of this study was to assess management skills of educational administrators and managers towards services delivered by teachers in Makindye Division, Kampala, Uganda.

1.4. Objectives of the study

i) To find out the challenges being encountered by teachers in secondary schools.

ii) To investigate the strategies to overcome the challenges encountered by teachers in secondary schools.

iii) To investigate the effects of management skills on the performance of teachers in secondary schools

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1.5. Research questions.

i) What are the challenges faced by teachers in secondary schools?

ii) What are the strategies used to overcome the challenges encountered by teachers in secondary schools?

iii) What are the effects of management skills on teacher's performance in Secondary schools?

1.6 Hypothesis of the study.

There was no significant relationship between the management skills of educational administrators and services delivered by teachers in secondary schools.

1.7. The scope of the study

1.7.1 Time scope;

The study was estimated to take a period of 5months that is from May to November 2013.

1.7.2 Content scope;

The contextual scope covered the challenges faced by teachers in secondary schools; investigate the strategies to overcome the challenges encountered by teachers and the effects of management skills on the performance of teachers in secondary schools.

1.7.3 Geographical scope;

This study was carried out in Makindye Division southeastern corner of the city, bordering Wakiso District to the south and west. The eastern boundary of the division is Murchison Bay, a part of Lake Victoria. Neighborhoods in the division include Kibuye, Kabowa, Lukuli, Luwafu, Nsambya, Kansanga, Muyenga, Ggaba and Munyonyo. This is because the Division has the highest concentration of secondary schools both private and government that are facing problems due to poor management skills that has affected services delivered by teachers.

1.8. The significance of the study.

The study was of a great significance to various groups of people a case in point,

It is hoped that this study may provide valuable insights to the government, head teachers of secondary schools, development partners and the communities on the effects and challenges encountered while delivering and imparting knowledge to students.

The findings of the study may provide the Ministry of Education with data on how secondary school head teacher's challenges can be solved. In turn, the Ministry of Education was likely to be in a position to analyze these strategies and establish their effectiveness, in order to take effective measures regarding service delivery by teachers in secondary schools. Therefore, by investigating the challenges faced by head teachers, the government is likely to be in a position to come up with strategies to improve the managerial skills of head teachers in order to be more effective in the implementation of the programmes that can enhance service delivery.

To the head teachers and teachers, the study might act as a self assessment tool. Head teachers and teachers may benefit from the study in that they are likely to acquire information to guide them on the need to sharpen their skills in dealing with challenges that can hinder them from delivering services effectively and may adopt solutions for example going for further training.

The study may assist education planners and enable Quality Assurance Officers during their visits to schools to give proper guidance to the schools managers on the best approaches of handling the emerging challenges while agitating for service delivery.

1.9 Operational Definition of Terms

Administration: Refers to the process of acquiring and allocating resources for the achievement of the organizational goals.

Administrative challenge: Refers to a restricting condition in administration.

Administrative task areas: Refers to the administration carried out within specified areas of operation in a school setting. These operational areas define the tasks that an educational administrator performs.

Challenges: Refers to a problems or difficulties encountered in the process of implementing free secondary education, which could negatively impact on quality of education.

Head teacher: Refers to the administrator of a school appointed by the Teachers' Service Commission in accordance with Education Act Cap 211.

Management skills of educational administrators Refers to the act of a head teacher engaging in planning, organizing, staffing, directing, controlling, coordinating, and budgeting in secondary schools. It refers to a system of working with and through individual personnel and groups for the purpose of achieving the establishment of goals an organization.

CHAPITER TWO

LITERATURE REVIEW

2.0. Theoretical perspective of the literature review.

According to Frederick Taylor's theory of scientific management that was propounded in 1900-1930, management skills was seen as the basic element of improving on service delivery by workers in any setting, whether in school setting, business setting and even a family setting. However in ancient years the form of management was traditional and therefore Frederick Taylor criticise it because the conditions of working were unbearable and inhuman .Before his development of the theory of management there was Slave master relationship where by workers were often controlled by their superiors and this subjected workers to poor working conditions and this forced Frederick Taylor during the scientific movement to come up with seven principles of management among which included:

Effort should be measured by accurate time study and the standard time established for all work done in the service. The piece rate principle, Taylor observed that wages should be based on standards determined by time study .In order; a worker should be given a high grade of work of which is capable of doing depending of his intellectual and physical capacity. The methodological principle, management should take over from workers the responsibility for arrangement and determining the most productive work method and providing relevant training in that direction.

Separation of planning from performance principle, management should take over from workers the responsibility for planning the work and the performance physically possible. Management control principle, management should be trained how to apply scientific principles of management control. Disciplinary principle, this refers to strict application of military principles which should be considered For example, organizations should be so designed so that they can serve the purpose of co ordination of activities among the various specialities.

Task oriented principle, Taylor (1900-1930) assumed that there should be strict adherence to rules and regulations should be in line with the purpose of realization of the organizational objectives and in utmost neglect the human psychological factors of the workers was emphasized. Taylor generally concluded that there was one best way of

doing a job .Secondary, that remuneration has a direct positive correlation with productivity, Differential pay rate system increases productivity that the method of work can be standardized through time, the provision of adequate work tools leads to higher productivity, Selection of workers should be systematically and scientifically done.

2.2 challenges encountered by teachers

According to Brophy (1999)), the problems encountered by teachers in secondary schools are often of a universal nature. Many of the same difficulties arise in rural and city schools. Under funded schools present more challenges for teachers than wealthy schools located in areas with higher proper taxes, proper methods of class room management, effective teaching strategies can help allocate most of these problems.

Class down; every class has one, some have or even three or omnipresent is encountered by every teacher especially in a class environment where there is the disruptive student that has discovered to make other students Smith, & Bourke, (1992). The students crave the attention and will go by all means to get it. Shooting spit balls, throwing papers airplane and interrupting class with humorous comment which are common sources of headaches for teachers.

Bullies; any where you find a classroom, you will find a bully; abusive students affect not only their victims but also the entire class with their disruptive and mean behaviour. Bullies sometimes physically harm other students by shoving ;tripping; hair pulling and twisting smaller students arms behind their backs ;verbal and mental abuse can be just as bad as the bullies .focus on and make fun of others children short coming. Bullies enjoy feeling strong and superior and using their power to hate others students.

Under funding; a common problem facing teachers in poor school district is under funding. Teachers in poor school district are under funding. Teachers in poverty stricken areas do not get paid as much as their peers in wealthy districts. The inequity in pay scales leads to low morale and lack of incentives to do a good job of teaching. Cash starved schools must cut their curriculum and after school activities, buildings-infrastructure might be crumbling and in need of repair. Lack of necessary books, computers, audio visual supplies and other teaching tools make it hard for teachers to do their jobs Chisholm and Leyendecker, (2007).

Disadvantaged children, teaching disadvantaged children from poor families are a big problem for many secondary teachers. Keeping deprived children in school is a challenging issue; children living in poverty can present destructions in a class room from lack of discipline at home. Students living single parent families may suffer from emotional problems caused by un employment, alcohol and drug abuse. Children dealing with the effects of poverty might be less motivated in their learning endeavours.

Teacher deployment

The sheer quantitative challenge of recruitment is compounded by one of deployment (Shibeshi, 2006). It is common to find that schools in remote areas are vulnerable to under-staffing at the same time that there is a surplus of unemployed teachers in large cities. Disparities in deployment of female teachers tends to be greater as it is generally accepted that married women should not be separated from their husbands and families are reluctant to see young unmarried women move to distant locations perceived as unsafe, in large part due to lack of medical facilities (Bennell, 2004).

The challenge of training new and existing teachers for EFA has led to calls for more school-based teacher education and professional development Dladla and Moon, (2002). There are signs that this is beginning to happen with ministries of education in Zambia, Kenya, Malawi and Ghana strengthening decentralized networks for supporting school-based teacher training (Mattson, 2006). For example, Ghana started a distance programme in 2005 that aims to give 24, 000 untrained teachers the opportunity of studying a diploma in basic education. In Zambia, Provincial and District Education Office staff and District Standards Officers are responsible for monitoring the Zambia Teacher Education Course school-based year. In Malawi, District Education Officers are responsible for monitoring the level and quality of support provided to Malawi Integrated In-service Teacher Education Programme students by zonal Secondary Education Advisers.

Keith and Francoise (2001) indicated that secondary school deputy heads receive some leadership training but rarely before starting their jobs. The training also does not cover all the aspects of secondary school management that a deputy head teacher will have to face. These workshops tend to focus on administration and management procedures including responsibilities and leadership norms, with little emphasis on accountability, resource management and record keeping (World Bank, 2005). Qualify of education depends

primarily on the way schools are managed, more than on the abundance of available resources, and that the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the deputy head teachers (Forojalla, 1993). The Ministry of Education Science and Technology (MOEST) is responsible for the provision of administration and professional services in education at national, provincial, and district level. The Minister of Education provides political leadership, while Permanent Secretary is the accounting officer and overall administrative head (MOEST, 1979).

The challenges faced by deputy head teachers were identified as follows; high work load was cited by 79.69%, lack of motivation by 73.44%, disrespect by 53.13%, lack of consultation was cited by 48.44% and indiscipline by 29.69%. According to Fergus (1988) challenges that deputy head teacher's face stem from the fact that the society is changing and the schools must be affected by these changes. These challenges include financial, social cultural, political, and professional and discipline.

According to Rust & Dalin,(1990) lack of involvement by head teachers in the recruitment process has a negative impact on the quality of education the school is able to provide. Every school needs to have a balance of experienced teachers and newly qualified teachers to enable the new teachers to have colleagues to turn to for advice or mentoring. Similarly head teachers would be able to serve the student population better if they were able to balance the number of male and female teachers to reflect the gender distribution of the school (which, according to Nilsson (2003) would result in the increased participation of girls), and be able to implement inclusive recruitment policies that enable them to have a representative number of teachers with disabilities or from local linguistic or other minorities.

2.3 Solutions to the challenges encountered by school administrators and teachers

The 2005 Global Monitoring Report, titled *The Quality Imperative*, focused attention on the meaning of quality and laid out a framework for conceptualizing quality that had at its centre teaching and learning (UNESCO, 2005:36). In this respect, it closely resembled earlier frameworks developed by school effectiveness researchers (Lockheed and Verspoor, 1991; Scheerens, 2000). In brief, these frameworks represent learner characteristics, inputs, system and broader context as acting on school and classroom processes to produce learning outcomes. Outcomes may be defined in terms of individual achievements, both cognitive and attitudinal, and benefits to society e.g. economic growth, human development and social

cohesion. Such frameworks illustrate diagrammatically that initiatives to improve the quality of education need to be firmly focused on improving teaching and learning at the same time as paying attention to all the factors,, such as material inputs, teacher competencies, educational management and school-community relations, that enable and support changes to teaching and learning.

According to Sankhulani, (2007). developments such as building or improving staff housing, recruiting teachers locally in the expectation that they will return to the districts where they have family and cultural ties and offering financial incentives improves service delivery. The second of these options is the most affordable and even more so when unqualified contract teachers are recruited, as occurs in India. Silin, & Schwartz, (2003) argues that there should be implementation of policies to reduce disparities and this requires an enabling environment with respect to effective Education Management Information Systems and transparent management practices.

The meeting of special education needs through more inclusive mainstream schools is also a policy in Botswana, where negative attitudes of teachers towards the disabled and their capacity to learn are being challenged through teacher professional development initiatives (Dart, 2006). Ghana has committed itself to a policy of inclusion in mainstream schools rather than relying on the network of special schools it currently operates, but this initiative is yet to be implemented. In South Africa the approach to special needs can be seen in the broader context of a post apartheid demand for genuinely inclusive education. Engelbrecht (2006) identified five themes for the successful development of more inclusive schools in South Africa: an inclusive school philosophy; democratic leadership, structures, processes and values; collaboration amongst teachers; teacher development opportunities to learn how to address learner diversity and behavior; and adequate resourcing.

Development of curricula to promote relevant learning. Curricula specify what children are expected to learn and how much in terms of content, level of proficiency and time. This section is structured by Dembélé and Ndoye's (2005:143) division of curriculum reforms into those related to the purposes of education; linguistic reforms; pedagogical reforms and reforms related to the organization of classes. Whilst there are inter relationships between these categories and reform can simultaneously target two or more of them, the categorization is used to order current global trends and improve service delivery among teachers.

According to Smith & Bourke (1992), at school-level, supervision, support and guidance are seen to be essential motivating factors for teachers. Teachers want to know how they are doing and how they can improve their teaching and supervision from the head teacher and academic experts is regarded as fundamental to improving their performance. Effective appraisal as described at recruitment. Teachers need to be given time to prepare for appraisals so that they are able to demonstrate their performance in the teaching profession rather than catching them unawares.

Gender and inclusion should be addressed in teacher management and training systems: to ensure that there are a representative number of positive role models for girls, boys, children with disabilities and those from other excluded groups; so that teachers enjoy equal pay and conditions; and so that girls and so called 'hard to reach' children have a better chance of improved learning outcomes. Education for All goals. Good management by effective school leaders has been shown to improve teaching and learning outcomes for children indirectly and most powerfully through its influence on staff motivation, performance and working conditions (VSO, 2002; GCE, 2006; Bennell and Akyeampong, 2007).

2.3 Management skills and performance of teachers in secondary schools

Rural-urban disparities one of the effects of weak education management systems and poor decision-making is that it results in disparities in teacher distribution between rural and urban schools. These are significant in many countries, with teacher shortages in remote rural areas reported to be especially high (Education International, 2007: 13). In Lesotho, Sierra Leone and Malawi, a study found that there was an acute shortage of qualified teachers in rural areas and it was very difficult to recruit staff for rural postings.

According to general observations made by the Kampala City Council Education report (2009), human resource practices in schools are not clear yet. Such practices include training, rewards and compensation and recruitment. However, the report indicated that when all these practices are well handled, teacher performance is realized. This is because this performance is measured by Uganda National Examinations Board results and grades. Also, the document further indicated that most schools did not take staff training and development important; had poor reward systems and recruitment policies created an atmosphere of mistrust among the teachers. This led to job insecurity thus affecting academic performance negatively. In my own observation from most schools, there is high teacher turn over which in the long run

affects the students' performance in school. Since performance is measured basing on results and grades, there is need to recruit and retain the right staff in schools. Teachers have different ways of teaching so students my take time to cope up with the new teaching styles which are always changing.

Poor managerial skills in secondary schools make classes overcrowded and unmanageable: teaching becomes little more than crowd control. In such situations, moves away from 'chalk and talk' rote learning, towards participative teaching and learning methodologies (involving small group work and individual attention), become unthinkable. The predictable result is not just large numbers of children dropping out after their first or second year at school, and large numbers of repeaters, but also that schools end up reproducing the very inequalities education is meant to tackle. Teachers (and head teachers, who are often required to teach a number of classes themselves in addition to their administrative and managerial duties) become exhausted and demoralized by the increased workload caused by increasing class sizes.

Administrative staff is recruited to perform supportive roles so that quality education can be achieved. This has a direct impact on the working conditions of teachers. In contrast with developed countries, schools in developing countries tend to have limited or no administrative staff support due to limited budgets and weak educational management systems; a fact that has important implications for the delivery of quality education. The range of support from administrative staff varies from basic filing, preparation of meals and cleaning duties, to more strategic management functions and budget oversight (Durbridge, 2007).

Proponents point out that research has found no consistent links between education credits or degrees and teacher performance, and only modest links between experience and teacher performance Tomlinson, (2000). The existing salary scales are thus at best only loosely related to the expertise and skills needed in the classroom (Odden, 1996).

Several analysts have argued that performance-based pay schemes improve the administration of schools. Under a performance-based pay scheme, principals must know the quality of teachers in all classrooms Davin, (2007).This type of evaluation, it is argued, means principals must summatively evaluate teachers, rather than formatively evaluate, and so more objective decisions about teacher quality are made. Research showing that in

performance-based systems, many principals report they evaluated teachers more harshly than expected. (Dipaola, & Hoy, (2005).1986) is used to support this argument. As a safety precaution, Solomon and advocate principals becoming recipients of school wide performance-based rewards, to ensure they remain objective in their evaluation.

Furthermore, it is argued there will be a greater consistency in teaching standards across school jurisdiction since the best teachers would not be grouped in the highest achieving, lowest disadvantaged and racially homogenous areas (Tomlinson, 2000). This would occur when objective performance rewards create a market where movement between schools would become easy, and the true value of teachers is established. Teachers would not be locked into a district based on their seniority and qualifications, but would have adequate opportunity to move to jurisdictions where their talent is most highly valued (Solomon & Podgursky, 2001). Conversely, poorly performing teachers would be sanctioned by the market, and command a reduced wage. If retention of teachers is affected by the opportunity cost of staying in the profession, this policy would attract the most capable teachers and discourage the least capable teachers.

CHAPTER THREE

METHODOLOGY

3.1 Research design

Both quantitative and qualitative data collection approaches were applied. The qualitative approach enabled the researcher to obtain data. This was because the study required an investigation on the assessment of management skills of educational administrators and managers on service delivered by teachers in secondary schools.

3.2. Target Population

The population of study included principal of education, heads of departments, administrators, teachers, head teachers, deputy head teachers120 .This number was chosen because it gave a proportionate representation of the study population and area since most school administrators were involved and the entire students.

3.3 Sample and sampling procedure

The sample population of 72 respondents was selected from the research population of 120 respondents in order to complete the research within time using the scarce resources available. This was done due to limited time and resource constraints. The researcher used simple random sampling method to give equal chance to the respondents.

3.4 Research Instruments

3.4. 1 Questionnaires

Self-administered questionnaires were employed containing both open and close-ended questions. This reduced costs of movement and also because the researcher was dealing with literate people who have the capacity of filling the forms.

3.5 Validity and Reliability

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). The assessment of validity in this research was based on subjective opinions and the judgment of the researcher. The pilot study helped to improve face validity of the instruments. As such, the researcher sought assistance of his

supervisor, who, as an expert in research, helped to improve content validity of the instrument.

3.6 Research Procedure

Research permission was obtained from College of Education Open and Distance Learning of Kampala International University and the researcher then went to school administrators in Makindye Division to seek for permission to conduct research. The researcher personally administered the questionnaires to the teachers and head teachers to fill according to their knowledge. The selected head teachers were visited in their schools and the questionnaires were administered to them. The respondents were assured that strict confidentiality was to be maintained in dealing with the responses. The educational administrators, managers, head teachers and teachers were given about one week to fill in the questionnaires after which the filled-in questionnaires were collected.

3.7 Data Analysis

3.7.1 Editing

Editing is the process whereby the completed questionnaires and interview schedules are analyzed in the hope of amending recording errors or at least deleting data that is obviously erroneous. This aimed at improving the quality of information from respondents.

3.7.2 Coding

"The purpose of coding in research was to classify the answers to questionnaires into meaningful categories so as to bring out' their essential patterns". Coding was used in this research in order to summarize data by classifying different responses given into categories for easy interpretation.

3.7.3 Tabulation

Data was put into some kind of statistical table showing the number of occurrences of responses to particular questions with percentage to express data in ratio form.

3.8 Ethical considerations

The respondents were protected by keeping the information given confidential and where there was a need to reveal, consent was first obtained.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0 Introduction.

The data is presented and interpreted in view of the objectives mentioned in chapter one of this study that sought to assess management skills of educational administrators and managers towards services delivered by teachers in Makindye Division, Kampala, Uganda. The study involved 72 respondents who were given questionnaires to fill to the best of their knowledge.

The interpretation also seeks to answer the research questions that were raised in chapter one. Presentation and interpretation of data in this chapter has been done with the aid of quantitative and qualitative methods for quantitative methods involved the use of tables, graphs, percentages and personal analysis and interpretation presented in essay form.

4.1 Profile of respondents

4.1.1 Respondents Gender

Table (1): Showing Gender respondents

Respondents	Frequency	Percentage
Male	43	60
Female	29	40
Total	72	100

Source: primary data 2013

From table 1, it can be seen that the majority of respondents are male that is (43) representing 60% of the total number of respondents, 29 respondents are female representing 40% of the respondents. This is an indication that gender sensitivity was taken care off so the findings therefore cannot be doubted on gender grounds; they can be relied for decision making an indication therefore that both female and male engage in Education matters in Makindye Division.

The number of males was higher compared to the number of women because of the traditional beliefs that women should concentrate as house wife where as men go to work. Traditionally, women were only expected to do activities such as cooking, looking after

children, washing home utensils and clothes and only men could go to work and earn a living for the family and also given the fact that majority of the parents still have rigidity towards educating girls children, the number of educated females serving as teachers in Makindye Division is still low compared to males.

The few women represented has been due to the civilisation attained and the fact that there is Universal Primary and Secondary Education that does not discriminate against gender and this has increased the number of literate women and thus capable to participate in this research.

4.1.2 Age distribution of respondents.

The respondents were asked to mention the age bracket in which they fall and the respondent's views were tabulated as shown below.

Table (ii) showing the age bracket of respondents

Age of respondents	Frequency	Percentage
20-30	18	24.8
30-40	28	38.6
40-50	17	23.4
50+	9	12.4
Total	72	100

Source: Primary Data 2013

Basing on the table ii, the researcher found out that majority of the respondents were falling in the age bracket of 30-40 being represented by 38.6% of the total respondents, followed by the respondents within in the age bracket of 20-30 representing 24.8% of the total respondents, followed by the respondents within the age bracket of 40-50 representing 23.4% of the total respondents and finally the respondents within the age bracket of 50 and above having 12.4% of the total respondents.

The age bracket of 30-40 had the highest percentage of the respondents because it's the age bracket where most of the teachers, head teachers, managers and administrators of schools in Makindye division fall. The age bracket of 50+ had the least number of the respondents because most of the teachers above this age bracket are allowed to retire.

4.1.3 Education level of the respondents.

The respondents were requested to indicate their level of education and the results were as follows.

Table (iii) showing the education level of the respondents

Education level of the respondents	Frequency	Percentage
Diploma	20	27.8
Degree	25	34.8
Post graduate diploma	13	18.1
Masters	12	16.7
Others	2	2.8
Total	72	100

Primary Data 2013

The researcher found out that majority of the respondents were degree holders that is 25 respondents representing 34.8% of the total respondents, followed by respondents who were diploma holders that is 20 respondents representing 27.8% of the total percentage, followed respondents with post graduate diplomas that is 13 respondents representing 18.1% of the total respondents, followed by respondents with masters that is 12 respondents representing 16.7% of the total respondents and finally followed by respondents with other qualifications that is 2 respondents representing 2.8% of the total respondents.

From the researcher's findings, the respondents who were degree holders were the majority because it included the managers, administrators, head teachers and some teachers who were selected to fill the questionnaires.

4.1.4 Time spent in school.

The respondents were requested to answer the question regarding the period they had stayed in the school the teacher was teaching in Makindye Division and the results were tabulated as shown below.

Table (iv) Showing the time the respondents have stayed in Makindye division.

Time	Frequency	Percentage
1-5years	38	52.8
6-10years	24	33.3
10 years	10	13.9
Total	72	100

Primary Data 2013

From the researchers findings, majority of the respondents had stayed in Makindye where the teacher was teaching for the period of 0-5 years that is 38 respondents representing 52.8% of the total respondents, followed by respondents who had stayed in the school for the period of 6-10 years that is 24 respondents representing 33.3% of the total respondents and finally followed by respondents who had stayed in the school for a period of 10 years and these were 10 respondents representing 13.9% of the total respondents.

The respondents who had stayed in the school for a period of 1-5years were the majority because it included the students who were studying in the schools where the researcher was conducting his study from. The respondents who had stayed in the school for the period of 10 years were the minority because of the frequent changing of teachers and administrators from one school to another.

PART B: **Challenges encountered by teachers in secondary schools**

The respondents were asked whether there are challenges encountered by teachers in secondary schools in Makindye Division and the responses were put on the graph as shown below.

Figure (i) showing respondents who strongly agreed to the challenges encountered by teachers in secondary schools
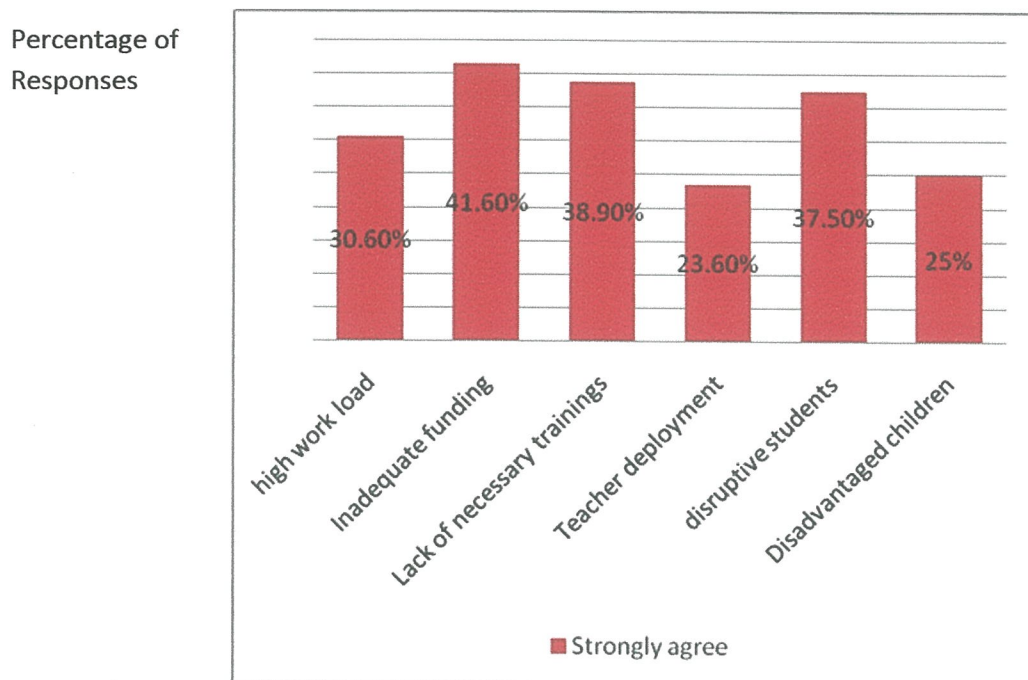
From figure i, inadequate funding had majority of the respondents who strongly agreed that is 41.7% of the total respondents, followed by 38.9% of the total respondents who strongly agreed to lack of necessary trainings, followed by 37.5% of the total respondents who strongly agreed to disruptive students, followed by 30.6% of the total respondents who strongly agreed to high workload, followed by 25% of the total respondents who strongly agreed to disadvantaged children and finally followed by 23.6% of the total respondents who strongly agreed to teacher deployment as challenges encountered by teachers in secondary schools.

The following the challenges encountered by teachers in secondary schools

Table (v): Showing responses to the following the challenges encountered by teachers in secondary schools

Challenges	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
high work load	22	30.6	17	23.6	11	15.3	10	13.9	12	17	72	100
Inadequate funding	30	41.7	12	17	9	12.5	13	18.1	8	11.1	72	100
Lack of necessary trainings	28	38.9	12	17	11	15.3	10	13.9	11	15.3	72	100
Teacher deployment	17	23.6	14	19.5	7	9.7	17	23.6	17	23.6	72	100
disruptive students	27	37.5	18	25	11	15.3	12	16.7	4	5.6	72	100
Disadvantaged children	18	25	21	29.2	13	18.1	7	9.7	13	18.1	72	100

Source: Primary Data 2013

The data collected in table iv shows that in relation to the challenges encountered by teachers in secondary schools in Makindye Division, high work load had 30.6% of the total respondents who strongly agreed, 23.6% agreed, 15.3% of the total respondents were registered for not being sure, 13.9% of the total respondents who agreed and 17% of the respondents strongly agreed.

Inadequate funding had 41.7% of the respondents who strongly agreed, 17% of the total respondents who agreed, 12.5% of the total respondents were not sure and 18.1% of the total respondents who disagreed and 11.1% strongly disagreed.

Lack of necessary trainings had 38.9% of the respondents strongly agreed, 17% agreed, 15.3% of the respondents were not sure, 13.9% disagreed and 15.3% strongly disagreed.

Teacher deployment had 23.6% of the respondents who strongly agreed, 19.5% of the total respondents who agreed, 9.7% of the total respondents were not sure and 23.6% of the total respondents who disagreed and 23.6% strongly disagreed.

Disruptive students had 37.5% of the respondents who strongly agreed, 25% agreed, 15.3% were not sure, 16.7% disagreed and 5.6% strongly disagreed.

Disadvantaged children had 25% of the respondents who strongly agreed, 29.2% agreed, 18.1% were not sure 9.7% disagreed and 18.1% strongly disagreed.

The researcher found out that there challenges encountered by teachers in secondary schools in Makindye division evidenced by the respondents who strongly agreed and agreed to the challenges like inadequate funding, disadvantaged children, teacher deployment, lack of necessary trainings, disruptive students and high work load

Inadequate funding had the highest number of respondents who strongly agreed because it's considered to be the base for motivation in all sectors. The teachers in secondary schools are paid a salary that is not equivalent to the out put. The researcher found out that this demotivates teachers and finally affects student's performance. This is because some teachers engage in other activities that can generate more income in order to enable them sustain their families and find themselves with little time to commit themselves to delivering services to students.

PART C: Strategies to overcome challenges encountered by teachers in secondary schools.

The third objective was to examine the 'strategies to overcome challenges encountered by teachers in secondary schools.

The respondents were requested to answer to whether the following are the strategies to overcome challenges encountered by teachers in secondary schools in Makindye Division

Table (vi): Showing the strategies to overcome the challenges encountered by teachers in secondary schools.

Strategies	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	f	%	F	%	F	%	F	%
Formation of quality assurance and monitoring teams	27	37.5	9	12.5	16	22.2	11	15.3	9	12.5	72	100
Offering of financial incentives	31	43.1	14	19.5	10	7.2	7	9.7	10	13.9	72	100
Development of curricular to promote relevant learning	22	30.6	20	27.8	5	7	14	19.5	11	15.3	72	100
Collaboration among teachers	20	27.8	19	26.4	17	23.6	10	13.9	6	8.3	72	100
Supervision, support and guidance	22	30.6	17	23.6	19	26.4	13	18.1	1	1.4	72	100
Gender sensitivity in recruitment	16	22.2	14	19.5	21	29.2	12	16.7	9	12.5	72	100
Transparent management practices	25	34.8	24	33.4	13	18.1	8	11.1	12	16.7	72	100

Source: Primary Data 2013

From table vi, as strategies to overcome the challenges encountered by teachers in secondary schools formation of quality assurance and monitoring teams had 37.5% of the respondents who strongly agreed, 19.5% agreed, 7.2% were not sure, 9.7% disagreed and 13.9% strongly disagreed

43.1% offering of financial incentives, 5% agreed 16.7% were not sure, 3.3% disagreed and 15% of the respondents strongly disagreed. This is where majority of the respondents strongly agreed.

Development of curricular to promote relevant learning had 30.6% of the respondents who strongly disagreed, 27.8% agreed, 19.5% of the respondents were not sure 6.7% disagreed and 15.3% of the respondent strongly disagreed.

Collaboration among teachers" had 27.8% of the respondents who strongly agreed, 26.4% agreed, 23.6% were not sure, 13.9% disagreed and 8.3% strongly disagreed.

Supervision, support and guidance had 30.6% of the respondents who strongly disagreed, 23.6% agreed, 26.4% of the respondents were not sure 18.1% disagreed and 1.4% of the respondent who strongly disagreed.

Gender sensitivity in recruitment had 22.2% of the respondents who strongly disagreed, 19.5% agreed, 29.2% of the respondents were not sure 16.7% disagreed and 12.5% of the respondent who strongly disagreed.

Transparent management practices had 34.8% of the respondents who strongly agreed, 33.4% agreed, 18.1% were not sure, 11.1% disagreed and 16.7% strongly disagreed.

PART D: Effects of management skills on performance of teachers in secondary schools.

Figure (ii) showing responses of the respondents who strongly agreed to the impacts management skills on teacher's performance.

Percentage
of responses
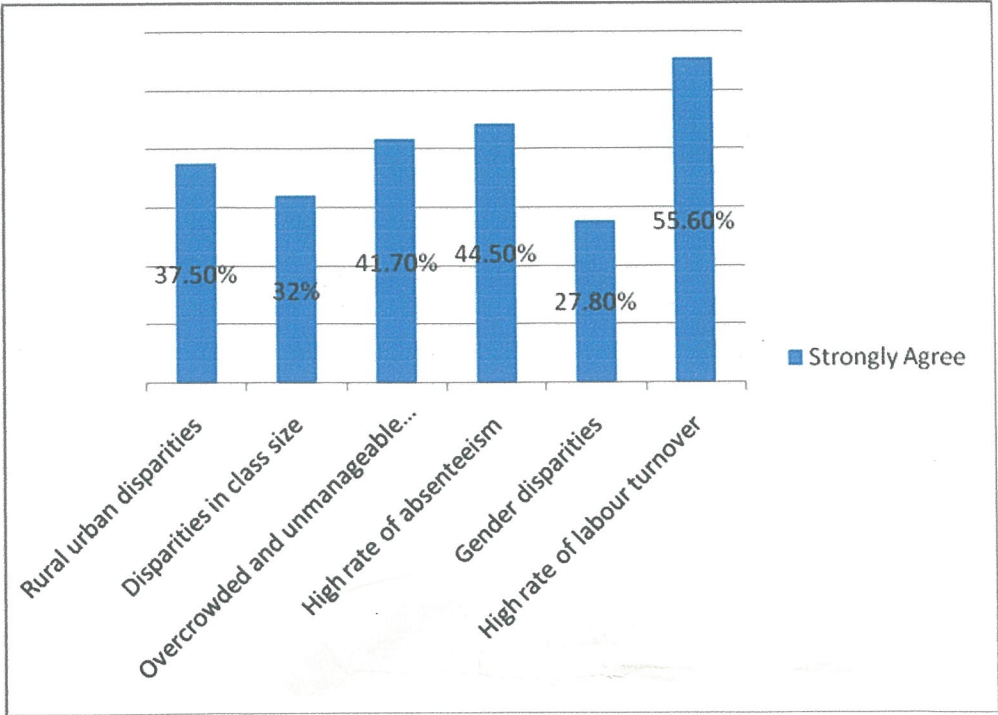
Source: Primary Data 2013.

From figure ii, high rate of labour turnover had majority of the respondents who strongly agreed that 55.6% of the total respondents, followed by 44.5% of the total respondents who strongly agreed to high rate of absenteeism, followed by 41.7% of the total respondents who strongly agreed to overcrowded and unmanageable classes, followed 37.5% of the total respondents who strongly agreed to rural urban disparities, followed by 32% of the total respondents who strongly agreed to disparities in class size and finally followed by 27.8% respondents who strongly agreed to gender disparities as impacts of management skills on teachers performance.

Table (vii): Showing the effects of management skills on performance of teachers in secondary schools.

Effects of management skills on performance of teachers	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	f	%	F	%	F	%	F	%
Rural urban disparities	27	37.5	14	19.5	7	9.7	10	13.9	14	19.5	72	100
Disparities in class size	23	32	3	4.2	15	20.9	11	15.3	20	27.8	72	100
Overcrowded and unmanageable classes	30	41.7	11	15.3	13	18.1	10	13.9	8	11.2	72	100
High rate of absenteeism	32	44.5	12	16.7	9	12.5	17	23.6	2	2.8	72	100
Gender disparities	20	27.8	18	25.1	10	13.9	15	20.9	9	12.5	72	100
High rate of labour turnover	40	55.6	8	11.2	5	7	3	4.2	16	22.2	72	100
Failure to development curriculum syllabus	18	25	17	23.6	26	36.14	2	2.8	9	12.5	72	100

Source: Primary Data 2013

From table vii, as per the effects of management skills on teacher's performance secondary schools rural urban disparities had 37.5% of the respondents who strongly agreed, 19.5% agreed, 9.7% were not sure, 13.9% disagreed and 19.5% strongly disagreed

Disparities in class size had 32% of the total respondents who strongly agreed, 4.2% agreed 20.9% were not sure, 15.3% disagreed and 27.8% of the respondents strongly disagreed.

Overcrowded and unmanageable classes as an effect of management skills on teachers performance had 41.7% of the respondents who strongly disagreed, 15.3% agreed, 18.1% of the respondents were not sure 13.9% disagreed and 11.2% of the respondent strongly disagreed.

High rate of absenteeism" had 44.5% of the respondents who strongly agreed, 16.7% agreed, 12.5% were not sure, 23.6% disagreed and 2.8% strongly disagreed.

Gender disparities had 27.8% of the respondents who strongly disagreed, 25.1% agreed, 13.9% of the respondents were not sure 20.9% disagreed and 12.5% of the respondent who strongly disagreed.

High rate of labour turnover had 55.6% of the respondents who strongly disagreed, 11.2% agreed, 7% of the respondents were not sure 4.2% disagreed and 22.2% of the respondent who strongly disagreed.

Failure to development curriculum syllabus had 25% of the respondents who strongly agreed, 23.6% agreed, 36.1% were not sure, 2.8% disagreed and 12.5% strongly disagreed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

5.1.1 Summary

The study sought to assess management skills of educational administrators and mangers towards services delivered by teachers in Makindye Division, Kampala, Uganda. The research objectives were formulated to help the researcher obtain the rightful information and the first objective was to find out the challenges being encountered by teachers in secondary schools. The second objective was to investigate the strategies to overcome the challenges encountered by teachers in secondary schools and the third objective was to investigate the effects of management skills on performance of teachers in secondary schools.

Previous studies especially in literature review was based on objectives of the study and challenges like under funding, disruptive students, bullies, challenge of training new teachers among others were identified. The strategies included formation of quality assurance and monitoring teams, offering of financial incentives, and development of curricular to promote relevant learning, collaboration among teachers, supervision, support and guidance, gender sensitivity in recruitment and transparent management practices were found to be important to overcome the challenges encountered by teachers in secondary schools.

To generate the rightful information, the researcher was gender sensitive and both male and female were considered. Male were the majority that is 60% of the total respondents where as female were only 40% of the total respondents. This was because majority of the head teachers, teachers, managers and administrators were found to be males. The majority respondents were in the age bracket of 30-40. Respondents who were degree holders were the majority that is 25 respondents representing 34.8% of the total respondents. 52.8% of the total respondents had spent 1-5 years in a school where the teacher was teaching and this was because of the frequent change of teachers from one school to another.

Another section of the researchers findings were based on objectives which helped the researcher to obtain rightful information from the respondents. The first objective which required the respondents to mention whether there are challenges encountered by teachers in secondary schools, 54.4% of the total respondents agreed and 25% of the total respondents

disagreed and only 16.6% were not sure. This indicated that the study was important as it was to help the government and school administrators to devise the strategies to overcome the challenges encountered by teachers in secondary schools. On the same objective, the respondents were given the option to tick the existing challenge in secondary schools of Makindye division and majority respondents of 41.7 strongly agreed that inadequate funding was a major challenge. Others challenges identified included high work load, lack of necessary trainings, teacher deployment, disruptive students and disadvantaged children were also identified as the challenges encountered.

The strategies to overcome the challenges encountered by teachers in secondary schools were also supported by the respondents and majority of 43.1% strongly agreed in support of offering of financial incentives, other strategies included development of curricular to promote relevant learning, collaboration among teachers, supervision, support and guidance, gender sensitivity in recruitment and transparent management practices.

It was also found out the management skills impact on teachers performance in secondary schools and 55.6% of the total respondents strongly agreed to high rate of labour turnover as result of management practices that may not be favourable for teachers, other included overcrowded and unmanageable classes, high rate of absenteeism, failure to development curriculum syllabus and disparities in class size.

5.2 Conclusion.

Teachers are the gatekeepers of educational reform. In Uganda, however, teachers are not considered to be the pillars of development like other civil servants and this explains why they encounter several challenges in their profession. This study was to assess management skills of educational administrators and mangers towards services delivered by teachers in Makindye Division, Kampala, Uganda. By understanding why teachers service delivery decline day and night, policy makers can choose to plan interventions targeting challenges that have been addressed by the researcher. According to the findings in this study, teachers challenges high work load, lack of necessary trainings, teacher deployment, disruptive students and disadvantaged children were identified as the challenges encountered. As a result of management skills and their applicability, some impacts like rural disparities in schools, overcrowded and unmanageable class sizes were I identified. There are many strategies that can be employed to improve teacher's performance such as increasing teacher remuneration,

making workloads more manageable and providing more instructional resources as well formulating of quality assurance and monitoring teams. Therefore, managers, administrators, government and other stakeholders must implement the identified strategies to improve service delivery of teachers in secondary schools.

Recommendations.

The government should be made aware that although inclusive policies and legislation are in place, they are not supported by adequate funding and resources. Implementation of these policies requires extra teachers, support staff, resources, equipment, technology or a reduction in class sizes, all of which necessitate substantial funding this is because when funding is inadequate, the working conditions of teachers are affected and this increases stress and dissatisfaction with their roles and thus affecting service delivery. There fore government should increase its funding in order to improve service delivery.

The government and education stakeholders should enhance community sensitization, and participation on matters of school management. This will help to give a sense of school ownership to the community and establish them as key contributors to the education sector. It will also help the head teachers and other responsible administrators to understand the challenges encountered by teachers due to a free interaction with community members.

The government should develop a curriculum for in-service training of education staff including the head teacher, deputy head teachers and teachers. This will enhance career progression in their profession as managers.

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APPENDIX I: QUESTIONNAIRE

INTRODUCTION

I NDAGYIZE ROBERT BAE/ 31175/102/DU a student of Kampala International University. I am doing this research study as part of the requirements for the award of a bachelor's degree in Arts with Education. The topic of my research study is *"Assessment of management skills of educational administrators and managers on services delivered by teachers in secondary schools"*. The provided information will be treated with the highest level of confidentiality and only be used for academic purposes.

You are therefore requested to answer the following questions to the best of your understanding.

PART A;   PROFILE OF THE RESPONDENTS

1. Gender.

   Male   ☐   Female   ☐

2. What age are you?

   20-30   ☐   40-50   ☐

   30 -40   ☐   50+   ☐

3. Education level

   Diploma   ☐   Degree   ☐

   Post graduate diploma ☐   Masters   ☐

   Others   ☐

4. For how long have you stayed in the school the teacher is teaching in Makindye Division?

   1-5 years   ☐   10 and above   ☐

   6 – 10   ☐

PART B: **Challenges encountered by teachers in secondary schools.**

Please tick the appropriate box

1. Are there challenges encountered by teachers in secondary schools in Makindye Divisions?

Yes ☐ No ☐ Not Sure ☐

2. From your own point of view, are the following the challenges encountered by teachers in secondary schools? (1-Strongly Agree 2-Agree 3-Not sure 4-Disagree 5-Strongly disagree) **Tick the appropriate box.**

Challenges encountered by teachers in secondary schools	1	2	3	4	5
Inadequate funding					
Disadvantaged children					
Teacher deployment					
Lack of necessary trainings					
disruptive students					
high work load					

If there are other challenges encountered by teacher in secondary schools of Makindye Division, please mention them...

....

PART C: **Strategies to overcome challenges encountered by teachers in secondary schools.**

3. **Are the following the strategies to overcome challenges encountered by teachers in secondary schools** Makindye Division?

(1-Strongly Agree, 2-Agree, 3-Not sure, 4-Disagree, 5-Strongly disagree) **Tick the appropriate box.**

Effects of poor management on teacher's performance.	1	2	3	4	5
Rural urban disparities					
Disparities in class size					
Overcrowded and unmanageable classes					
High rate of absenteeism					
Gender disparities					
High rate of labour turnover					
Failure to development curriculum syllabus					

If there is any other effect of poor management on teacher's performance, please mention them.

……

……

I am grateful for your co-operation

May God Bless You