

**THE EFFECT OF EDUCATIONAL FINANCES ON SCHOOLS'
ADMINISTRATION UNDER UNIVERSAL PRIMARY
EDUCATION POLICY IN LIRA MUNICIPALITY,
LIRA DISTRICT**

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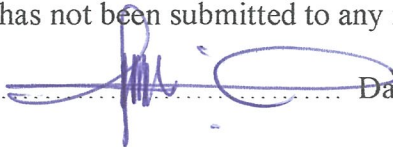


**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE AWARD OF A BACHELOR
DEGREE OF PRIMARY EDUCATION TO THE IODL
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DECLARATION

I Ochola Julius REG. NO. BED/13957/62/DU do here by declare that this research report under *the effects of Educational finances on schools administration* is my own original work and has not been submitted to any institution.

Sign:  Date: 9/9/2008.

APPROVAL

This research report has been submitted for examination with my approval as the candidate's University supervisor

Signed: 

Name: KENT ROBERT KIRYA Date: 09/09/2008

DEDICATION

This research report is dedicated to my dear mother Edisa Lucy Arionget who nurtured me, my lovely family members Awidi Janet, Odeke Emmanuel Carlmax, Akellot Vicky Hope, Otai Samuel and Opejo Daniel Dixon who provided comfort and encouragement during my studies.

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Sincere gratitude goes to Mr. Kent Robert Kirya who had been of great help in bringing to my understanding complex mathematical concepts but above all in this research supervision such that my research work is completed.

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I am much more grateful to Lieutenant (Lt) Simon R Okalang for the material help accorded to me in regards to typing of the report.

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ABSTRACT

The study revealed the effects of education finances in schools administration in Lira municipality, Lira district. The researcher involved five schools which were identified using alphabetical letters ABCD and E all of which were government aided primary schools. The data was obtained from 5 head teachers, 5 deputy head teachers, 20 heads of department, 67 teachers and 3 chairpersons of PTA in three sampled schools in Lira municipality bringing the total number of respondents to 100. Lira municipality is geographically located in northern region of Uganda, 347km from the capital Kampala.

The data was gathered using questionnaires and interview guides. Tables, bar graphs and percentage graphs and pie charts were used to analyse the respondents' information.

However the analysis revealed the following:- That good public relations is the most basic administrative educational concept as compared to attendant accountability, delegation of responsibility and organization meetings. Facilitation of accountability is the one of the most administrative social relationship that carries high value. That the principle roles of educational administrators include;- planning, leading and directing, organizing, budgeting, staffing, reporting, controlling and co-coordinating. Recommendations were made on administrative basic concepts, social relationships and on the roles of educational administrators.

CHAPTER ONE

INTRODUCTION

1.1 BACK GROUND OF THE STUDY

United Nations encouraged most countries to start universal primary education, in 1946.

United Nations held a general assembly and most countries adopted the universal declaration of human rights, which made every one to have a right to education. By 1960, most countries had taken up UPE and UPE internationally is provision of free and compulsory primary schooling to all children of school going age in the country.

Uganda has integrated this right into her constitution of children's statute. It's against this back ground that in Dec 1996, President YOWERI .K. MUSEVENI launched a policy of UPE in accordance with the Government white paper on Education (Ministry of Education and Sports 1992). Under this policy the Government was to provide "free" Education to a maximum of four children of school going age for every family to benefit from UPE. Olupot. (2002) today the definition of UPE has been re-built to reflect changing circumstances within the country. UPE is totally free in Uganda. Both parents and government have financial obligations in educating children. It is important to note that UPE is not yet compulsory because there is no act of parliament to force parents to send their children to school.

Education is a social service. It is therefore supposed to be a non profit making venture. UPE schools, from the government point of view are non profit making organizations. The major provider of education is the government, and is not providing education because of financial

returns. The economic incentive of investing resources and realizing immediate profits is ploughing back profits and realizing profits missing in this industry.

Because of missing market incentives, Education can not attract an easy flow of investment as profit venture would. Therefore UPE schools have fewer financial resources available than they could possibly use.

They often operate under financial security as a non profit making business, funds for operations in education are according to Blazek.(1996) Are based on hopes, some times on prayer and almost on dreams

The beginning of school administration dates back to early times as soon as missionaries put schools in place. It became more pronounced when a body was constitutionally put in place to directly make decisions affecting education. As much as education is valuable to the society, so much can be stated on the early origin, growth and development of the machinery that runs it.

However, school administration is also inseparable from administration whether in business or public sectors. The only difference is that the services provided by governmental agencies are non profitable. This is because education has to do with social service that mainly focus on teaching and learning. Hence the end result of education makes the following possible: assisting the societies literacy and enlightening subsequent generations, assists in peoples performance and responds to societal needs, enables socialization to take place, teaching and learning, encourages being a hub for all people within the school system and the immediate environment. Agharuhwe. (2006).

1.2 Statement of the problem.

Despite the government of Uganda had sustained commitment of government financial resources to primary education over the past years has meant a consistent funding base to implement UPE and to attract and sustain the attention of funding and technical agencies, this study was to Identify the problem of poor school administration under the UPE policy as it aims to fulfill its mission to provide the minimum necessary facilities and resources to enable the Ugandan children of school going age to enter and remain in school and successfully complete the primary cycle of education.

1.3 Purpose of the study.

The purpose of this study was to investigate the implication of educational finances and it's implication of poor school administration.

1.4 ^{Def'n.} Objectives of the study.

The objectives of the study were to:

- To explore the basic issues and concepts of educational administration.
- To investigate the administrative and social relationships that exists in schools.
- To explore how informal organizations are essential to successful school administration.
- To explain the roles of school administrators in schools.

1.5 Research Questions.

1. To what extent had the basic issues and concepts of educational administration influenced school administration?

2. To what extent had the administrative and social relationships impacted on school administration?
3. To what extent were informal organizations in schools essential to the success of school administration?
4. Examine the roles of school administrators in impacting school administration.

1.6 Scope of the study.

Researcher was interested in the basic issues and concepts of educational administration of administrators, their administrative and social relationships in creating a favorable and conducive teaching learning environment. This would extrapolate the impact of the informal organizations in the administration of schools and their administrative and social relations in schools. This was geographically located in Lira in Northern Uganda. It is 347Km from the capital city Kampala and is bordered by the districts of Pader in the North, Kotido, Moroto and Katakwi in the East, Kaberamaido in the south East Kamuli and Kayunga in the south, Nakasongola in the South West and Apac in the West. It lies between the longitudes $32^{\circ} 15^{\circ}$ E, $34^{\circ} 15^{\circ}$ E and $1^{\circ}, 21^{\circ}$ N, $2^{\circ} 42^{\circ}$ N with an average altitude of 1170 Metres above sea level.

1.7 Significance of the study.

Education is the basic human right and is fundamental to fighting for human dignity and freedom for a very citizen. UPE is to ensure that peoples rights are met and contribute social-economic development of the country. It equips a person with skills and knowledge which helps them to participate in the various developmental activities, for example politics and developmental projects. The findings of the study will benefit the following;

- (a) The administrators, head teachers and all school authorities to see the gravity of problems and find a possible solution to.
- (b) The future researchers. The findings of the study will be of great importance to the people interested in doing further research. They will gain a deep knowledge on the impact of educational finances on schools administration under UPE policy in Lira municipality.
- (c) Teachers and students too will benefit from this study since it also affects them. Good finances and administration leads to motivation, morale and interest in the school work and good teacher pupil relationship.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This section dealt with the analysis of existing literature on the subject with the objective of revealing contributions, weakness and the gaps. This chapter specifically dwelt on both the theoretical and conceptual frame work of actual review arranged under themes from specific objectives.

2.1 The theoretical frame work.

The term administration is used to refer to all types of administration without any distinction as to whether it is educational, religious, medical, business or public administration. The basic assumption is that ways in which administration behave are essentially similar wherever they operate. According to Maicibi. (2003), quoted in Simon and Thomas. (1990) simply put it this way; “when two men co-operate to role a stone that neither could have done alone, and then rudiments of administration success have appeared”.

Entomologically, the term “Administration” derives from the Latin word “Minister” which means service, that is work dedicated for the good of others. From its roots, the main objective of administration therefore is to secure for an individual or society or nation such environment as may lead to fullest growth and development. Goods dictionary of education defines administration as “All those techniques and procedures employed in operating an organization”. Therefore educational administration would be defined as “All those techniques and procedures employed in

operating the educational organization in accordance with the established policies". We note that the above definition of administration implies that policies are a set of tools necessary for administration. That is, they allow administration through their application to bring about the realization of organizational goals. On the other hand, Russel. T. Greg defines "administration as a process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities". Therefore applied to education administration can be defined as the process of utilizing appropriate materials in an educational organization in such a way as to promote effectively the development of human qualities. We also note that Russels definition has no concern as far as the procurement of the said appropriate materials utilized by administration in its process chamber in order to realize organizational goals. Administration therefore concerns it self with the dynamics inside an organization, be it educational or otherwise. Administration therefore interprets and clarifies the functions and activities of an organizational program in fruitful relationship and harmonizes their mutual actions.

The theory of educational administration is relatively new, but one which has been ignored for a long time. Most people assumed that it is something one acquires as long as one has common sense and is trained as a teacher. As quoted from Maicibi. (2003), says as important as the subject of administration, its study in Africa is relatively new. The thinking that every one with general qualification can become an effective administrator is common in Africa as far as Europe and other continents. Until recently, the assumption has been that because some one intelligent he must also be a good administrator, even if he has not taken a course in administration or

educational administration, even if he works in education institutions. This however is not the case. The benefits of training and specialization can not be compromised. Over the last millennium the science of administration has evolved or developed in stages. Classical organization thought or the scientific management school or movement (1900-1930). It was championed by people like Fredrick Taylor, Henry Fayol, Gullick and Urwick. Human relations movement approach (1930-1950), this was championed by Marry Parkr Follet, (1968-1933), Etton Mayo and others.

- (i) Behavioral approach (1950 to 1970s) championed by Max Weber, Chester Bernard, Herbert Simon and others.
- (ii) Neo Behaviorist(1980 to present) pronounced by organizational psychologists such as Abraham Maslow. Fredrick Hertzberg, Rensus Likert, Chris argyris, Douglas McGregor, Victor Vroom, David McClelland and others.

2.3 Conceptual frame work

The last fifty years have been dramatic changes in centuries- old- system financial schools. According to Basheka, (2005) as quoted Kimbrough and Nunnery (1988), two ardent writers on the discipline of educational administration from America during the 1600s in keeping with the European traditions was largely a parental or church prerogative. As schooling became separated from home and church, local communities provided what minor finances was necessary and elected a teacher usually clergy man was a member. This situation was even prevalent in Uganda's early educational evolution where there were numerous church schools. The authors note that it is only when the need for more schooling and complex arrangement rose

for example multi teacher schools, high schools, the creation of local school districts that was felt a need to employ school administration. In other words of the authors, running a school system of hundreds of teachers and thousand of pupils required full professional administrators to deal with the public boards of education on one side and with the teacher on the other. This meant principals in schools and superintendents (with staff) at hand- in other words a professional bureaucracy.

Today we are in the era of universal primary education where the government has a responsibility of financing schools. Day to Day classroom life is influenced not only by economic issues but also by the ways in which schools are administered. And in the end other people evaluate how well teachers and pupils perform. We believe that this system serves neither teachers nor pupils well. We see teachers as advocates for pupils, pupils who themselves are excluded from policy decisions. Teachers and pupils find them selves the victims of rising educational expectations but limited resources.

Educational finances may well determine not just the quality of life they experience as teachers, but the very future of the pupils they teach. Common sense tells us that the amount of money spent in a school is directly related to how well a student learns but not every one agrees according to Myra and David, (2003). In the Watergate scandal that toppled Richard Nixon form presidency, the Washington post report who broke the story were given invaluable advice from a strange and still anonymous force, "Deep Throat" advice the reporters to " follow the money". He explained that in politics the money trail reveals what is happening in schools. Thus the process of guiding, leading and controlling the efforts of individuals towards some common

objectives and creating interactions of human and material resources to get things done effectively.

2.4.0 Review of related literature.

This part of the study has essentially four below mentioned themes.

2.4.1 Basic issues and concepts of educational administration.

This section is purported to explore the schools administration basic issues and concepts of educational administration. Many times you hear questions raised by parents, teachers and some times by administrators themselves as to why there should be administrators in schools. As is evident in canseybells definition, the basic purpose of educational administration is to enhance teaching and learning as the primary reason for existence of educational institutions. Although many activities of educational administration do not have direct relationship with learning, they should however be designed to enhance teaching and learning. Consider for example the kitchen staff in a boarding school who consider themselves not to be part of the institution staff and therefore always prepare meals late, this interfere with instruction. It is therefore the duty of administrator to show these people that they are part of one team.

In the literature of educational administration, it has been another harmful effect to think of educational administrators as managers rather than educators, such thinking has led school administrators to concentrate on structures and procedures and the smooth running of institutions by Basheka, (2005). It has encouraged emphasis on mechanical control and maintenance through reliance on administrative techniques, good public relations, open communication, well organized meetings, delegation of responsibilities, attendant accountability, structures etc.



However, such administration should be a step ahead and recognize the core activities of the school as teaching and learning.

2.4.2 The administrative and social relationships.

Men and Women are social beings and administration is a social process. Rev. Mattittical. (2005), quoted Nwankwo, (1982), observed that a school administrator spends a bout 75 percent of his time with people trying to influence them. This people have individual need expectations, interests. He tries to influence them to do things towards achieving set objectives. As we all know this requires a great deal of communication. A good administrator should always know how to communicate with people to get best out of them. It is therefore a social process. Education on the other hand involves socialization. Therefore an administrator of education can not avoid having a good administrative and social approach with the school family. The administrative relation of a head teacher is manifested in the elements of the structure of the school which include delegation of authority, departmentalization, span of control, unity of command as well as staff authority. The school head through his administrative structure maintains a close relationship with staff. This facilitates work and always sees his staff as human beings who need love care trust and friendship as he tries to maintain his respect and dignity. The social relationship in a school setting involves relationship with staff, staff with pupils, pupils with pupils, administration with staff and the school with the community. An administrator should be the person of people, making himself and his school available to pupils and teachers. Group activities should be encouraged in school. School members should seize the

opportunity of this relationship to share useful ideas on their work, their homes and themselves.

2.4.3 The sense of informal organizations.

Normally, people label organizations a formal or informal depending upon the degree to which these are structured, the designations are only extremes. It is probably impossible to a completely formal and informal organization. Musaazi (1982), refers to formal organizations as consciously planned activities which are deliberately structured for the purpose of realizing specific goals. Informal organizations on the other hand are the net work, unrelated to the firms formal authority structure.

Sarah (2005) says informal and formal organizations are correlates/complementary to each other. In spite of the rigid blue print details all activities in an organization, human interactions that are not planned occur. The formal authority/organization may be bogged down if the informal one is ignored for example in a school situation a strike may occur if the administrator ignored the students needs and completely disregards the information from internal groups. Administration should therefore recognize the existence and importance of informal organizations. If properly encouraged it can result in better team work and can assist in achieving the better co-operation and motivation of workers. Thus allowing the school to survive all hostile climates. That is getting “the right switch” analyzing their intentions and objectives.

2.4.4 The role of the school administrators.

Getzes (1969), Shipman,(1979) and Ruther(1979) together with Mortimore et al, (1988) were quoted by Rev. Mattittical, (2005) who emphasized the concept of schools as social organizations. They suggest that effective schools often must see

their educational objectives as applied to the fostering of an enthusiasm and interest in learning of confidence and ability to take responsibility to up with life changes. Whatever the size of one's institution, it is, in a sense, a small community, headed by the principal/ Head teacher and consisting of the staff and pupils. All pupils need to achieve success irrespective their existing attainments and no pupil should be made to feel that they are failing. Thus the aim of children is to improve and appreciate that they are developing their skills and knowledge. The classroom environment is the one which recognizes and celebrates success at every level like in any educational administration; the school administrator should be well versed in all the fundamentals as understanding organizations, perspectives in school administration, aspects of educational planning and school administration according to Musaazi (1982). And yet, Starret, (1996), takes fundamentals of education administration focusing on meaning, community and excellence. He emphasizes growing partnership between teachers and administrators because all of them focus on producing an educated person, who tries to understand critique, appreciate and participate in his or her culture, tradition and history, the public life of a community. According to Wayne and Cecil, (1987) the administration of a healthy school provides dynamic leadership, leadership that is task- oriented as well as relation – oriented. Such behavior is supportive of teachers and yet provides direction and maintains high standards of performance. Moreover, the principal has influence with his/her superiors as well as the ability to exercise independent thought and action.

CHAPTER THREE

METHODOLOGY

3.1 Research design.

Descriptive research design helped the researcher to describe and explain the phenomena that will happen in the organization. Qualitative research approaches like Focus Group Discussion was used in order to obtain in depth information about the study or the views of the respondents, which could not be recorded quantitatively. Quantitative research approaches was used to obtain the data that could be measured in numerical figures.

3.2 Sampling procedure.

There were 05 schools in Lira that were taken as a population to draw a sample of Respondents. The population comprised Head teachers, Administrators and Teachers. Then a purposeful sampling technique was used to select the samples and covered the Administrators, Head teachers because they were involved in issues of administration of schools.

3.3 Samples.

The samples included all the Administrators in education, Head teachers, teachers especially heads of department and supervisors who based in the school quarters. This covered 4 heads of departments, 4 deputy heads of department and the 20 teachers from several schools.

3.4 Instruments

The research instruments that were used included the following;

1.4.1 Questionnaire Guides

This included both open- ended and close-ended questionnaires. The open ended questions were used to help the respondents to express their in depth views about administration while close ended questions were used to obtain supplements from the respondents on the views the researcher had about administration of schools. The questionnaire instruments were used for those respondents who were busy and could go and answer them in their free time.

1.4.2 Interview Guides.

This solicited information from eight head teachers, three parents (PTAs), 10 teachers, two stakeholders were also interviewed to have a cross section of people involved in the education industry. They were interviewed to solicit information on the impact of educational finances on schools' administration under the UPE policy on the basic issues and concepts, administrative and social relations, informal organizations essential and finally the roles of school administrators' Interviews also allowed in depth information around the topic and were useful as follow ups to certain respondents to questionnaires and further investigated their responses and served the purpose of triangulation according to Amin(2005).

3.5 Research procedure.

Before going to field, the researcher obtained an introduction letter from office of the Director of Open and distance learning. This introduced the researcher as a student attempting to carry out an academic research. The researcher sought permission from the concerned authorities of the municipality about the administration of the school. To ensure promptness and accuracy some of the questionnaires were administered by

the researcher and others, which were sent to head teachers, were left for the respondents to respond at their own time.

3.6 Data analysis.

The data collected from the field were analyzed using statistical methods like person product moment correlation coefficient in order to see the relationship between the two variables and other statistical methods to analyze quantitative data. Content or thematic analysis were used to analyze the qualitative data collected and gave strength to the quantitative data.

3.7 Ethical consideration

This study primarily engaged all sorts of target people in UPE schools of Lira municipality which were viewed necessary for data collection and some selected informants. Accordingly during the course of the study, the researcher provided personal or commercially valuable information about himself to the respondents. Then before an individual became a respondent of the study, he/she was notified of the aims, methods, anticipated benefits and the hazards of this study. Secondly, it was a respondent's right to abstain from participation in this study and his/her right to terminate at any time. The confidential nature of their replies was promised and no pressure or inducement of any kind was applied to encourage an individual to become a respondent of this study.

3.8 Limitations of the study.

The first limitation of this study was reflected in the fact that this study was exploratory' much remained still to be done before we were in position to generalize the findings concretely about poor administration.

Secondly the smallness of the samples that was used as a basis for data collection. Out of over 1000 existing UPE schools, only 5 representative schools were selected for this exploratory study. This meant that the findings of this study might not be representative of this state of administration in all UPE schools.

Lastly, another limitation might be seen in the type of UPE schools chosen for this study, all of which were well established primary schools. This study therefore covered any of the newly set up schools in the last five years or so.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction.

The previous chapter dealt with methodology of which procedures were followed during the study. In this chapter, the researcher dealt with data analysis and presentation. As stated earlier, the study was intended to find out the impact of educational finances on schools' administration under universal primary education in Lira municipality, Lira district. The data analyzed and presented was got from the following sources: From the questionnaires answered by the head teachers of the five sampled schools in Lira municipality. The questionnaires answered by the four heads of department from each of the five selected schools in Lira municipality. From two stake holders who were interviewed (secretary Education). From three parents (PTAs) of sampled schools. On the other hand, the research analysis was guided by the following questions; I dandify basic issues and concepts of educational administration that are familiar to administrators. To find out the effectiveness of the educational concepts in circling the school towards better management of finances as well as day today administration. To determine the obstacles that hinder financial accountability of UPE grants to schools. Find out the importance of administrative social relationships in schools. To find out the functions school administrators perform. Identify the importance of administrative social relationships in schools.

4.2 RESPONDENTS PROFILE

During the critical analysis on the respondents information, tables and graphs were used to illustrate the data from the five schools which were identified using alphabetical letters A, B, C, D and E. however the tables and graphs basically

illustrated basic concepts of educational administration, administrative social relationships and functions of school administrators. Information was collected from both male and female respondents of different qualifications as observed in the table below;

	Age			Marital status		Qualification			
Gender	18-25	26-35	40+	Married	Not married	Diploma	Bachelor	Masters	Grade III
Male	08	37	5	47	03	21	08	01	20
Female	12	35	03	50	00	17	03	00	30

4.2.1 A table of basic issues and concepts of educational administration that most administrators, teachers and other stake holders are familiar with.

School	Forms issued	Good public relations	Attendant accountability	Delegation of responsibility	Organizing meetings
		Number of respondents	Number of respondents	Number of respondents	Number of respondents
A	10	5	3	2	0
B	10	4	2	1	1
C	10	5	3	2	2
D	10	5	1	1	2
E	10	4	2	1	1
Total	50	23	14	7	6

The table 4.2.1 above shows that good public relations is the most familiar basic issue and concept of educational administration. As seen from the table, 23 respondents affirmed that good public relations is the most basic concept of educational administration that is known to most administrators as compared to attendant accountability that scored 14 out of 50 and delegation of responsibility that was scored 7 out of 50 and organizing meetings that scored only 6 out of 50.

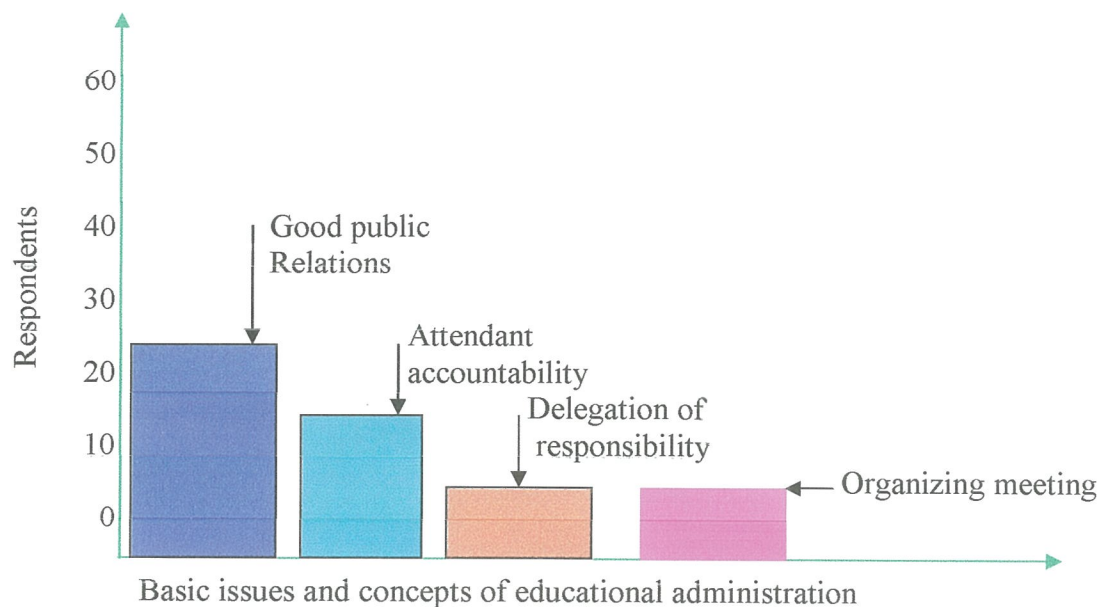
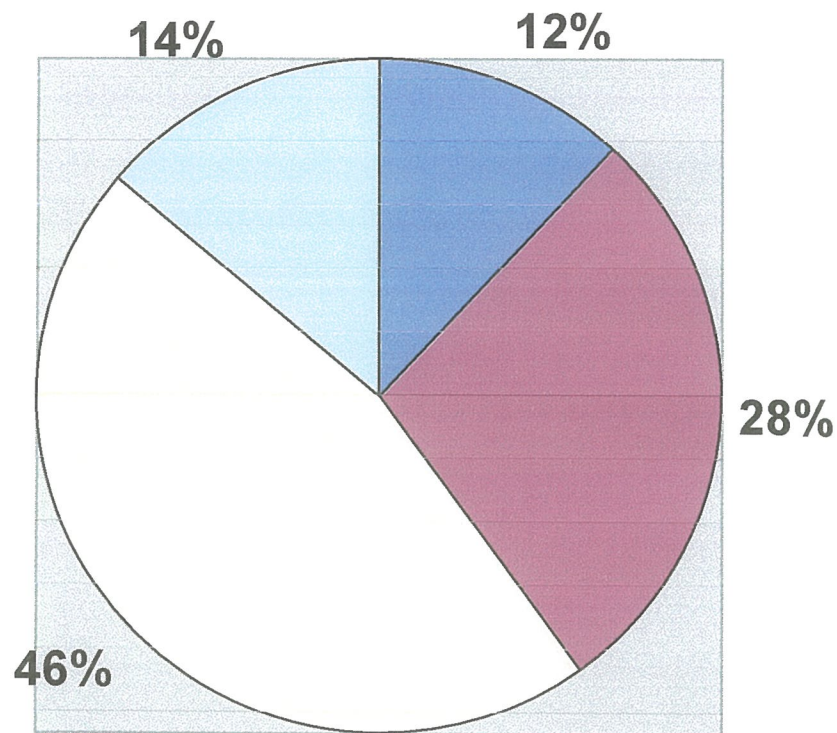


Fig 4.3.1 Graph of basic issues and concepts of educational administration.

In further analysis of the data, the information was assembled on the bar graph as shown here in

The bar graph indicated that good public relations is the most basic issue and concept of educational administration head teachers, heads of department, teachers and other stakeholders (PTAs) in schools are familiar with.



■ Organising meeting
 ■ Attendant Accountability
 ■ Good Public Relations
 ■ Delegation of responsibility

fig 4.3.2 Percentage graph of basic issues and concepts of educational administration

For easy understanding, the researcher put the data on the percentage graph as shown above.

When the above percentage graph is carefully studied, it confirms that:

- i) Most Head teachers, heads of department know good public relations as the main basic issue and concept of educational administration that can

easily and effectively be carried out in their schools to bring effective management.

- ii) Most head teachers who use good public relations approach can administer their schools within the opinion of the stakeholders.

4.2.2 Table two indicating the importance of administrative social relationships in schools as confirmed by the selected schools respondents.

school	Number of forms issued	Facilitation of accountability	Faster decision making/problem solving	Basis for understanding stake holders needs	Dependents for assistance and help	others
		Number of respondents	Number of respondents	Number of respondents	Number of respondents	Number of respondents
A	10	5	3	4	2	1
B	10	2	1	3	1	2
C	10	4	3	4	2	0
D	10	3	2	2	3	1
E	10	7	1	2	1	1
Total	50	21	10	17	9	5

In using the questionnaires to head teachers, heads of department, and classroom teachers, the researcher gathered data as indicated in the table 4.2.2 above.

The data revealed that administrative social relationship in schools facilitates accountability of all finances in a school.

It also indicates that administrative social relationship encourages fast decision making and problem solving in schools.

It further indicates that administrative social relationship is a basis for understanding stakeholders' needs.

However, the table 4.2.2 above shows that the most administrative social relationship that has high value over the others is facilitation of accountability.

The researcher found it necessary to show in depth that the most administrative social relationship that has high value over the others is facilitation of accountability.

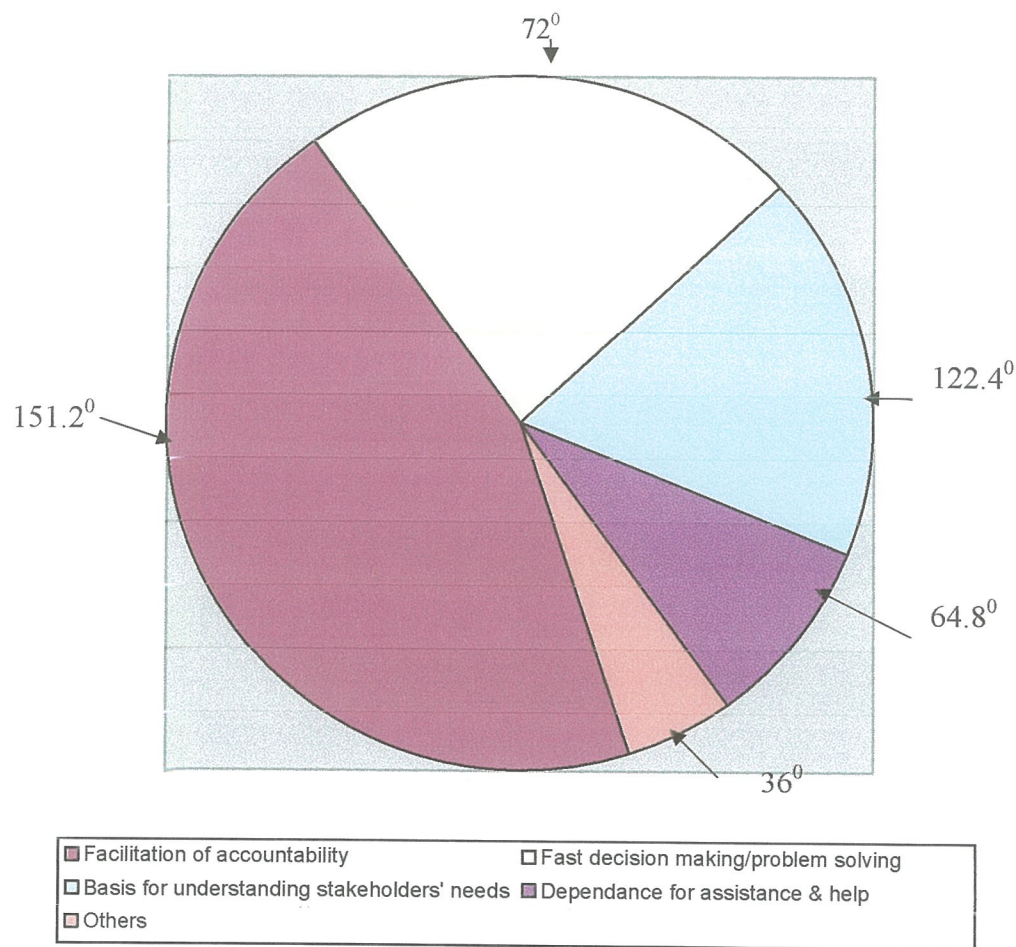


Fig4.3.4 Pie chart representing important administrative social relationships in schools

According to the pie-chart above, the most important administrative social relationship in schools is facilitation of accountability as it has been reported by a greater number of 21 respondents.

On analysis of the pie-chart:

- i) 151.2° represents facilitation of accountability.
- ii) 72° represents fast decision making/problem solving.
- iii) 122.4° represents basis for understanding stake holders needs.
- iv) 64.8° represents dependence for assistance and help.
- v) 36° represents others.

However, these confirms that facilitation of accountability is the most important administrative relationship of high value in the schools.

A bar graph showing the forms of administrative and social relationship that exist in school operations as per their priorities.

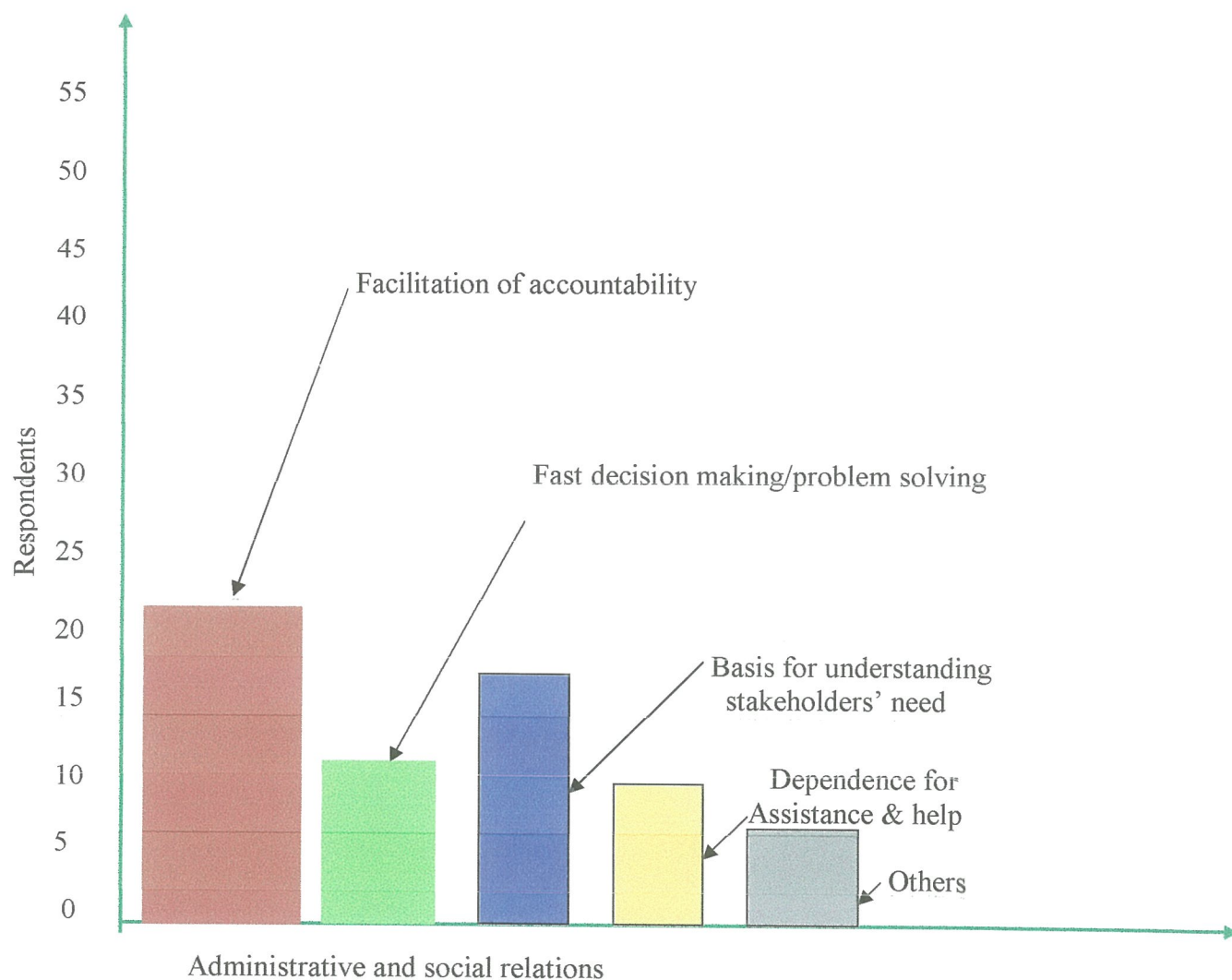


Fig 4.3.3 Graph of social relationships in schools

While taking the information as per the data presented on the pie-chart, the researcher then developed a bar graph to confirm what has been revealed.

With the help of a bar graph he realized that out of all the forms of administrative and social relationship that exists in the schools, head teacher staff relation is of paramount

importance than all others such as; staff pupil relationship, pupil pupil relationship, school and community relation and pupil community relationship.

4.2.3 FUNCTIONS OF SCHOOL ADMINISTRATORS

The table showing types of functions the school administrators perform as regards the effective financial management of the school.

Function	Number of questionnaires issued out	Number of responses received	Percentage
Planning	100	20	20%
Leading and directing	100	15	15%
Organizing	100	10	10%
Budgeting	100	30	30%
Staffing	100	8	08%
Reporting	100	10	10%
Controlling and co-ordinating	100	12	12%

From the questionnaires answered by the head teachers, heads of department and teachers, the researcher found that out of one hundred questionnaires, 20 people reported positively towards planning, 15 leading and directing, 10 organizing, 30 budgeting, 8 staffing, 10 reporting and 12 controlling and co-coordinating.

The researcher then went a head to change the findings into percentages and got them as follows:

Planning 20%, leading and directing 15%, organizing 10%, budgeting 30% staffing 08%, reporting 10% and controlling and co-coordinating 12%.

Well, the findings reflected that school administrators perform their functions in schools with priorities and interests in order of importance of issues. So, as per this research, the researcher realized that they spent most of their time budgeting followed by planning, leading and directing, controlling and co-coordinating, organizing, reporting and staffing.

It confirms that educational finances affects administration under universal primary education.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION OF RESEARCH FINDINGS

5.0 Introduction

In this chapter, the researcher dealt with discussion of research findings, drew conclusions and made recommendations.

5.1 Discussion of research findings

The research question one states that to what extent had the basic issues and concepts of educational administration influenced school administration?

According to the research carried out, the percentage got through the tools used for collecting the data showed that good public relations had great influence on educational administration through the management of finances as outlined under universal primary education policy.

This is so because 46% of the respondent's results showed positive analysis towards good public relations.

The research question two states that to what extent had the administrative and social relationship impacted on school administration?

According to this research report, out of 100 respondents, 45 responded that administrative social relationship has a high impact

on the administration of educational finances because of its great importance as compared to others like fast decision making, problem solving, basis for understanding stake holders needs, and dependence for assistance and help.

One of the objectives of the study was to investigate the administrative and social relationship that exists in schools.

From the research carried out, it has been found that the social relationship that existed in schools were: -

- i) Facilitation of accountability.
- ii) Fast decision making and problem solving.
- iii) Basis for understanding stake holders needs,
- iv) Dependence for assistance and help and.
- v) Others

However, the respondents' results proved that facilitation of accountability has a high impact on educational finances on schools administration under universal primary education policy in Lira municipality, Lira district.

Objective three of the study had been to explore how informal organizations are essential to successful school administration.

According to the research carried out, the analysis showed that the informal organizations are also essential to school administration though good public relations.

According to this research, the functions the school administrators perform as regards the effective financial management of the school were: planning, leading and directing, organizing, budgeting, staffing, reporting and controlling but the respondents report showed that budgeting has the highest impact and opportunities over the rest.

5.2 Conclusion.

All in a whole throughout the research study the percentage representing good public relations gives people the trust on the use of educational finances on schools administration under universal primary education policy in Lira municipality.

The tables indicated that good public relations have been the basic issue and concept of educational administration that most administrators, teachers and other stake holders are familiar with.

5.3 RECOMMENDATIONS:

1. According to the information given by the headteachers, heads of department, teachers and other stakeholders in schools through the data collected from them, its observed that good public relations is a basic issue that most administrators, teachers and other stakeholders are familiar with. Here the researcher recommends that good public relations should be carried out by educational financial administrators in order to make them have effective school administration under universal primary education policy.
2. Further, the respondents gave the analysis through their responses that administrative social relationship has great importance on educational financial management in schools. However, the researcher here recommends that the educational administrators under universal primary education policy should check and balance their administrative and social relationship in order to make them manage school finances appropriately and effectively.

3. Further more the research, through his proposal and administration of the questionnaires to the respondents of the identified schools analyzed and realized that the main functions the school administrators perform as regards the effective financial management of the school are: planning, leading and directing, organizing, budgeting, staffing, reporting, controlling and co-coordinating but budgeting plays the most important role hence it has made him to recommend here that school financial administrators should not do without budgeting. Well, as knowledge keeps on changing, as the society keeps on developing, I hereby humbly request other scholars to research on the same.

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APPENDIX (A)
QUESTIONNAIRE

Dear Respondent

I am student pursuing a degree in primary education at Kampala International University. Following the requirements for finalizing my study, am required to conduct a research study. I thus have to conduct a research study with the title the effect of educational finances on schools' administration under universal primary education policy. So as to come up with study, I need your support by helping to complete this questionnaire. The information that you will provide will be treated with high degree of confidentiality. Thank you in advance.

Profile of the respondent:

1. Age 18 – 25 ☐ 26 – 35 ☐ 40+ ☐

2. Gender male ☐ Female ☐

3. Marital Status Single ☐ Married ☐

Divorced ☐ Window ☐

4. Educational Qualification:

Masters ☐

Bachelors ☐ Diploma ☐

Others (please specify).....

5. What are some of the basic issues and concepts of educational administration that you are familiar with.

- A Good public relations
- B Attendant accountability
- C Delegation of responsibility
- D Structures and processes
- E Organized meetings
- F Any other please specify

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.....

- 6 In your opinion, which of the above mentioned is the most critical component towards the running of the school.

- A) A and D
- B) B and E
- C) C and D
- D) B and A

- 7 How effective are the above mentioned components in circling a school towards a better management of finance as well as day to day administration

- A) Very effective

- B) Effective
- C) Fairly effective
- D) Inefficient

8 Are there some obstacles that hinder financial accountability of UPE grants to schools that you are aware of?

YES

NO

If YES mention some of them

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.....

9 What are the forms of administrative and social relationship that do exist in school operations?

- A Head teacher –staff relationship
- B School- community relationship
- C Staff-pupil relationship
- D Pupil-pupil relation relationship
- E Pupil-community relationship

10 How can you best describe the pattern of the above mentioned relation?

- A Conducive
- B Antagonistic
- C Trust worth
- D Tensions and distrust
- E Respectful
- F Co-operative

11 What is the importance of administrative social relationships in schools?

Facilitates accountability

- B Fast decision making / problem solving
- C Basis for understanding stakeholders needs
- D Dependence for assistance and help
- E Others (please specify)

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.....

12 In your opinion what always blocks or disorganizes school administration and social relations?

- A Lack of transparency/corruption
- B Lack of togetherness spirit
- C Selfish interests
- D Power/status struggle

- E Member indiscipline
- F Others (please specify)

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13 What forms/patterns of informal organizations do exist within the framework of schools setting?

- A Private sector firms
- B Non- governmental organizations
- C Community based organizations
- D Teacher Associations
- E Others (please specify)

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14 What forms of assistance do these informal organizations render to school Administration?

- A Labor
- B Finances
- C School equipments
- D Medical care
- E Classroom construction
- F Technical assistance

G Land for farming

H Others (please specify)

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15 How do these organizations interact with the Ministry and Schools?

A Through workshops/seminars

B During annual general meetings

C End of term discussions

D Memos

E Others (please specify)

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16 What principles do exist within these informal and school administrations?

A Accountability/transparency

B Mutual trust and respect among members

C Commitment among the parties

D Availability of information among the members

E Disciplinary measures

F Others (please specify)

17 What functions do school administrators perform in schools?

A Planning

- B Leading/ directing
- C Organizing
- D Budgeting
- E Controlling and coordinating
- F Staffing
- G Reporting
- H Others (please specify)

.....

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.....

18 In your view which of the above components is the most crucial towards successful school management?

- A A and D
- B F and C
- C B and G
- D C and E

19 In terms of percentages how would you rank your schools administrative functions?

- A Very good 100%
- B Good 70%
- C Fair 50%
- D Poor 30%

20 What measures and strategies would you bring towards for better management and

administration of schools?

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APPENDIX B

INTERVIEW GUIDES

1. What roles do you play in as far as education is concerned?

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2. From what sources do schools receive finances for day to day management?

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3. Are the funds the school receives as UPE grant sufficient enough to run school programmes?

.....

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4. How do you comment on accountability of public funds in school?

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5. What are some of the social relationships schools that promote accountability?

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Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR..... OCHOLA JULIUS

REG. #..... BED/13957/62/44

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

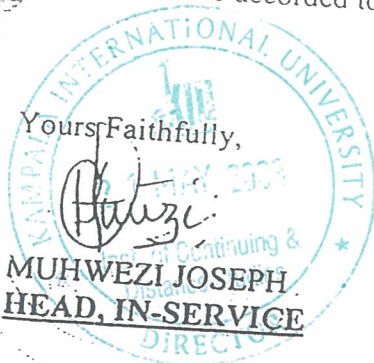
He/she wishes to carry out a research in your Organization on:

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,


MUHWEZI JOSEPH
HEAD, IN-SERVICE



Kampala International University,
P.O. Box 20000
KAMPALA

06/05/2008

THE MUNICIPAL
EDUCATION OFFICER
P.O. BOX 199,
LIRA



Dear Sir

**RE: REQUEST TO ALLOW ME CARRY OUT RESEARCH STUDY IN SOME
SELECTED SCHOOLS IN LIRA MUNICIPALITY**

I hereby request your office to allow me carry out research study in five selected schools in Lira Municipality.

I am a year two student at the above university taking Bachelor of Primary Education.

I will be grateful if permission is granted.

Yours faithfully,

A handwritten signature in blue ink, appearing to read "Ochola Julius", is written over a horizontal line.

Ochola Julius
BED/13957/62/DU

