

**A STUDY OF THE CAUSES OF AND SOLUTIONS TO
MISMANAGEMENT OF PRIVATE SECONDARY SCHOOLS IN
WAKISO DISTRICT OF UGANDA**

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DECLARATION

I Kiguyi Sarah do hereby declare that this research is my original work and has never been presented to any institution or university for any award.

Signed:-----


KIGUYI SARAH

Date-----

23-10-08

APPROVAL

This work has been done under my supervision as a university supervisor and submitted with my approval.

Signed: -----

PROFESSOR MAICIB.N.A

Date: 23-10-08-----

DEDICATION

This work is dedicated to my mother Ms Mutesi Jane, my husband Mr. Mubiru Katya and my beloved children Martin and Enid.

ACKNOWLEDGEMENTS

I am greatly thankful to the Almighty God who has enabled me to accomplish my studies and this research in particular. I am also indebted to Professor N.A Maicibi my supervisor whose guidance and tireless efforts have seen me through with this research. It would have been difficult without his commitment and dedication towards the supervision of this research. I also thank my lecturers for the knowledge they have given me. They have been so instrumental in shaping my understanding of critical issues in Education Management. More thanks go to my family members, particularly my mother and my husband for their support both material and otherwise they have accorded and still accord me. Thanks for giving me that sense of identity.

I am grateful to the management and staff of Progressive Bweyogerere and Kireka High School for their participation in this study. Their insights made this work successful. Last but not the least, to all my comrades, Sarah, Fred and Charity for their support and contribution to this thesis. Their encouragement gave me the morale to push on for my studies even when the going became tough. Their friendship shall always be cherished.

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ABSTRACT

This study entitled an investigation into the factors contributing to the mismanagement of private schools in Uganda was conducted at Progressive Secondary School and Kireka High school in Kiira Town Council Wakiso District. This research was guided by the four research questions.

1. What functions do managers perform?
2. How do managers manage these institutions?
3. What are the common cases of mismanagement in private secondary schools in Wakiso District?
4. What reasons explain the mismanagement of private secondary schools in Wakiso District?

The study was carried out using a population of 80 subjects, which included 40 students and 40 staff. Data collection instruments included interviews which were used during a face to face discussion with the respondents to obtain relevant and accurate information, use of self administered questionnaires with both open and close ended questions and documentary review which included published materials in libraries, institutional reports and records. The researcher employed both qualitative and quantitative methods of data analysis to enable easy interpretation and comprehension of data.

All the 80 respondents indicated that private secondary schools have collapsed because of mismanagement. The major cause of mismanagement in this case is poverty, that leads to all other forms of mismanagement which include non, low and even delayed payment of staff, embezzlement of funds to mention but a few.

From the above findings, the following recommendations were made:

Government should put in place stringent measures in form of policy guidelines for those intending to start up private secondary schools. These will include terms and conditions of employment to curb human resource mismanagement. Compulsory training to educational professionals especially in human resource and financial management will help reduce on moral decadence, corruption and embezzlement of funds respectively.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Management has been recognized to be central to organizational performance. Theorists and practitioners such as Armstrong, Harold and others alike have come to a common conclusion that for efficiency and effectiveness in organizational performance, management practices need to be good. Management in this case is about deciding what to do and then getting it done through people (Armstrong, 1991:50).

This definition emphasizes that human resources are the most important resources because they coordinate the application of other resources such as knowledge, finance, material plants, equipment, to achieve organizational goals and objectives. Management is also the process undertaken by one or more persons to coordinate the activities of other persons to achieve results not attainable by any one acting alone (Harold, 1990).

Management practices have continuously evolved from the early 19th century with various schools of thought emerging to explain how organizations should efficiently be managed.

Management goes beyond the organizations internal operations to include the industry and the general environment.(Drucker,1954).According to Miller cited in (Maicibi, 2003), managing is not doing everything yourself, but getting the work done. Leaders are evaluated on the basis of how well they motivate their followers to work with them towards common goals and how effectively they lead them to reach those goals.

Contemporary management thought has been influenced by economic motives embedded in new management, the driving force being profit maximization through efficiency and effectiveness. The success achieved by the Japanese model of management has had a great impact on the management practices across the world.

In Uganda, just like else where in the world, management- a true business way of administering has taken over from administration. Whether in the private or public sphere there is a rethinking on management practices. Every organization is trying to devise new and better ways of managing resources efficiently and effectively so as to survive in the competitive market.

With reduced government support for service delivery through the promotion of market mechanism, education has become an investment where individuals have to pay for educational services unlike in the olden days when government used to provide them. This has led to private educational institutions to deliver services.

In Uganda, the indigenous schools were started and managed by churches. In 1929, the colonialists put up schools and were managed by churches. The education department in Uganda was established in 1925 at Makerere University in the present day guild canteen. The teachers of Kings' College Buddo who were chased by the missionaries and the Kabaka gave them land to start up a school set up the first private school in 1942. The first individual to set up a private school was Bernard Kakinda of Masaka in

1952; he named it St. Joseph Kiswera, after conflicting with St. Johns Kabwoko a missionary school.

In 1962 individuals set up many private schools. In 1972, Edward Kasole Bwelele, the current member of parliament for Buwekula County started a school in Mengo with Mrs. Wambuzi the late. In 1962, government took over private schools from churches and called them government-aided schools (the current government schools). It is however important to note that government since then has not shown interest in setting up new schools, thus in Kiira Town Council Wakiso District there is no government school. All the schools that have been set up are privately owned and in the recent past a number of private secondary schools including Progressive Bweyogerere which was set up in 1986 by Kahwa and Jjuko and Kireka High school started in 2001.

According to the Ministry of Education and Sports report (2004) there are more private schools being opened each year than government schools. This in a way has made educational services accessible especially to those who can meet the educational requirements. However, with increased private schools, there are many cases of mismanagement.

Many private schools both in urban and Semi-urban areas have experienced a lot of mismanagement in the form of swindling money meant for candidates' registration, not paying teacher's salary, dismissal of teachers without sound reason, poor planning, use of unqualified staff to mention but a few. A case in point is Royal High School in Mbale where the Head Teacher connived with the bursar and swindled funds meant for candidate's

registration, (Vision Newspaper, Nov. 2001), (this is financial mismanagement), in Mukono, teachers in Mukono Integrated Secondary School had to go on strike for non-payment of their arrears. (Monitor Newspaper April 2006). As noted, many of these schools that were set up have collapsed due to mismanagement. For instance, St. Stephens Bweyogerere, Kampala Parents, Taibah High School collapsed.

However, there is yet no sufficient information on what the actual causes of these acts are. This therefore called for a study to establish the causes of mismanagement of private secondary schools in Uganda in general and Wakiso district in particular.

1.2 Statement of the Problem

In Uganda with the emergence of neo-liberalism and particularly privatization, individual ownership of educational institutions has emerged. There are more private secondary schools being opened up each year than government-aided schools in a bid to capture the market, especially from the increased enrollment resulting from the Universal Primary Education [UPE] and pressure from the neighboring countries especially Tanzania, Democratic Republic of Congo, Sudan, Kenya and Rwanda who are looking for quality education in Uganda.

However, a number of incidents of mismanagement have been reported in the mass media, which include misallocation or swindling of funds meant for different purposes, not paying teachers and other staffs leading to strikes among others. This has led to the closure of many private schools and others being seriously warned. Reports in the media indicate that many head

teachers have swindled money meant for candidates registration, dismissed teachers without sound reasons, among others.

More so, it is important to note that, there is still need for research particularly on what has contributed to the mismanagement of some private schools in Uganda. Thus this study was intended to cover up this gap by investigating the contributing factors to such mis-management practices in private secondary schools in Uganda using a case study of two schools from Wakiso district, which included, Kireka High School in Kira Town Council and Progressive Secondary School Bweyogerere.

1.3 Objectives of the Study

The study aimed at attaining the following objectives.

1.3.1 General Objective

The primary objective of this study was to explore the factors contributing to mis-management of private secondary schools in Uganda using a case study of Wakiso district.

1.3.2 Specific Objectives

1. To identify the various management practices in the chosen schools.
2. To find out the mismanagement practices in these schools.
3. To find out the causes of mismanagement in these schools.
4. To draw policy implications from the above.
5. To find out the effects / impacts mismanagement to society.
6. To find out possible solutions / recommendations to mismanagement.

1.4 Research Questions

The study was guided by the following questions

1. What functions do school managers perform?
2. How do managers manage these secondary schools that are being used for the study?
3. What forms of mismanagement are common in private secondary schools in Wakiso district?
4. What reasons explain the mismanagement of private secondary schools in Wakiso District?
5. What are the impacts of mismanagement to students, staff and society?
6. What solutions / recommendations have been put forward to curb mismanagement of private secondary schools?

1.5 Rationale for the Study

The study will make policy planners to draw appropriate strategies to enhance effective management of private secondary schools in Uganda.

The study will also add to the existing data in school management, which can be used for further research.

It will as well be useful to Head Teachers in identifying the causes of mismanagement, which will help them improve on management practices so as to promote harmony in private schools.

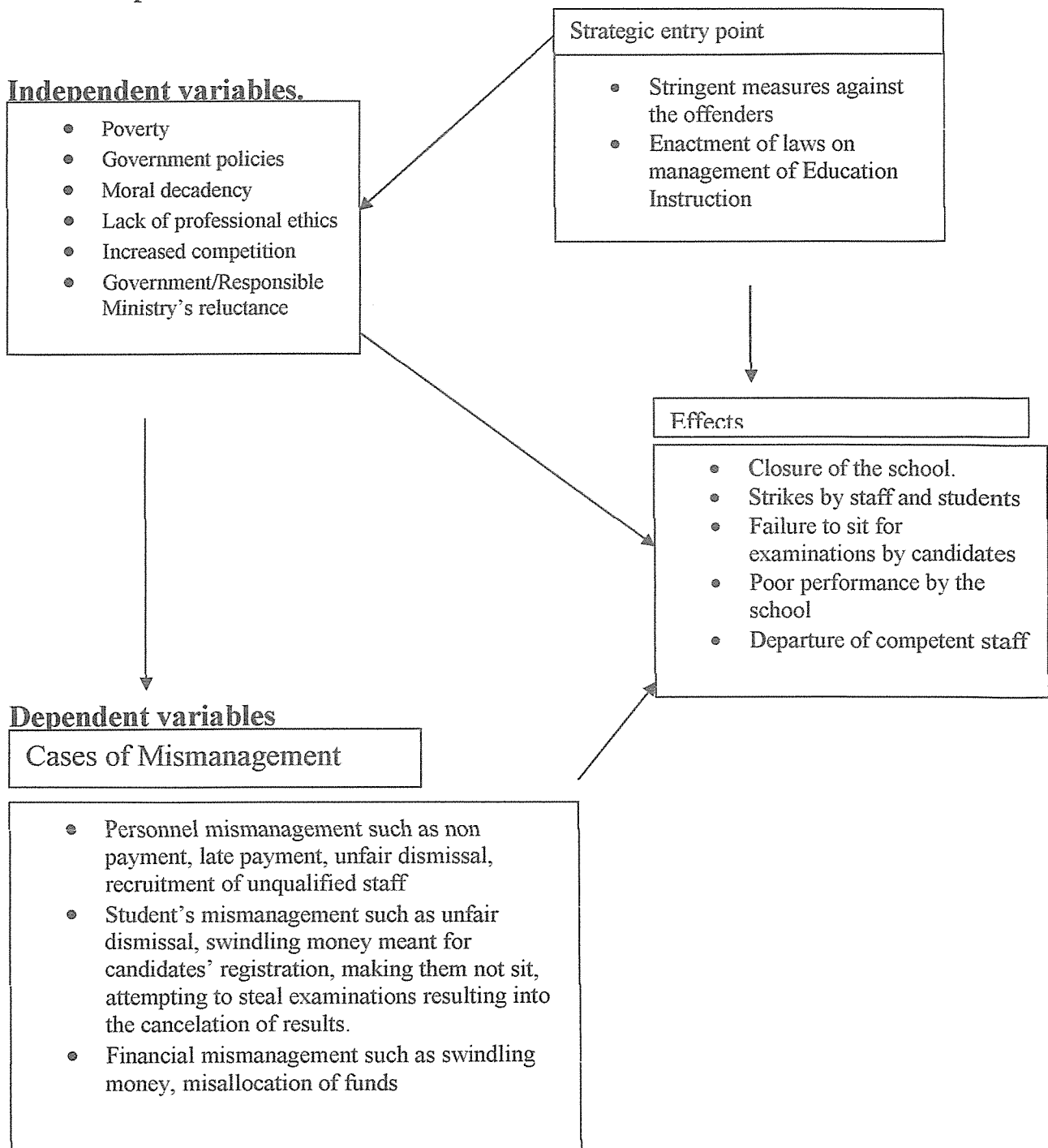
And finally it is an academic obligation in the fulfillment of a master's degree in education management and administration.

1.6 The Scope of the Study

The study identifies the causes of cases of mismanagement of private secondary schools in Uganda focusing on issues such as personnel mismanagement in the form of non-payment or poor or late payment of workers, misuse of funds and mismanagement of students affairs resulting into strikes.

The study was conducted from Bweyogerere and Kireka areas in Wakiso District in the Central Region of Uganda. The two areas are densely populated due to the increasing rural-urban migration. This has contributed to increased demand for school facilities. A number of private secondary schools have been established in this area but the study will be based on Progressive Secondary School in Bweyogerere and Kireka High School.

1.7 Conceptual Frame Work



The above diagram shows that there is a correlation between dependent and independent variables in regard to mismanagement of private secondary schools in Uganda that in turn bring about outcomes, for instance poverty leads to swindling of funds which may be for registration; thereby making students miss examinations which may in turn lead to closure of the school. Thus the above diagram clearly shows the linkage between independent variables, dependent variable and the outcomes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explores the available literature on the study topic. This is important in that it helps in identifying the gap, which the study will aim at filling.

2.1 Management or Organizations

Management as defined by (Stoner, 1992) is the process of organizing, planning leading and controlling the work of an organization, its members and of using organizational resources to achieve organizational goals.

Early management pioneers such as Robert Owen, Charles Babbage suggested practices that could ensure respect and dignity to workers, put in place measures to make the most efficient use of facilities and materials (Stoner, 1992).

The sophistication of global trade, communications and mobility means that hardly any country is isolated from these forces. The response by governments will have implications on companies, institutions and organizations, whether or not they face up to these forces. The quality of response by companies and organizations to the forces in the environment will affect their survival and effectiveness. Wise managers are constantly aware of their operating environment. They monitor trends, keep themselves informed of key global, regional and national issues and habitually review



how change will affect them. Even organizations, which do not have a commercial purpose, will be at risk if caught unprepared. (Thomas, 2002).

Modern managers use many of the practices, principles and techniques developed from earlier concepts and experiences. The industrial revolution brought about the emergence of large-scale business and its need for professional managers.

New management viewpoints are emerging. Quality management emphasizes achieving customer satisfaction by providing high quality goods and services. Re-engineering the organization redesigns the processes that are crucial to customer satisfaction.

2.2 Management Roles / Functions

Drawing from the works of (Stoner, 1992), management involves the following functions; thus organizing, planning, leading and controlling the work of an organization. (Armstrong, 2000), views management as a complex task that requires commitment. Management is all about performing management tasks including organizing, planning leading and controlling.

Management may be defined as a process whereby people in positions in an organization guide, direct and influence the activities of other people in the organization with the aim of efficiently providing relevant products and or services in order to meet the needs of customers and or clients as a means of achieving the stated goals of an organization. (Drucker, 1954)

2.2.1 The Various Ways of Looking at the Management Process.

The traditional viewpoint of management. This focuses on what managers do. It is generally accepted that they perform the following four functions:

Planning. This involves defining organizational goals and proposing ways to reach them. It also involves establishing the organizational strategy on how best to allocate resources to achieve such goals. Planning however is a complex task, as decisions have to be taken by such managers.

Organizing. This is the process of creating a structure of relationships within the organization that will enable employees to interact with one another, to interact with managers and to carry out management plans and meet organizational goals.

Leading. This involves communicating with and motivating others to perform the tasks necessary to achieve the organization's goals. It involves encouraging and coordinating individuals so that they work towards the common goal.

Controlling. This is a process by which a person consciously monitors performance of tasks and take charge of others.

Corrective action. In the control process, managers set standards of performance, measure current performance against those standards, take actions to correct any deviations and adjust the standards if necessary. The behavioral viewpoint of management focuses on the roles which managers play while performing the four basic managerial functions. However, not all

managers do perform these roles and this partly explains the prevailing mismanagements especially of private schools in Uganda. This study thus set out to investigate on why modern day management especially in private schools has failed to perform these roles.

This is the basis of our understanding of what management entails so as to identify the discrepancies in management today.

Mintzberg identified the following roles:

Managers play interpersonal roles: In these roles, the manager represents the organization at ceremonial and symbolic functions. For example the sales manager who takes a customer to lunch; the leader role involves responsibility directing and coordinating the activities of employees in order to accomplish organizational goals, the liaison role refers to managers dealing with people outside the organization. Such people include the clients, government officials, customers and suppliers.

In the liaison role, the manager seeks support from people who can affect the organization's success. The system viewpoint of management recognizes that organizations are associations of interrelated and inter dependent part or sub-systems. A business organization is what is called a system made up of many subsystems such as employees, teams, departments, divisions; subsidiaries that need to work together to achieve organizational goals.

The organization has also to interact with various external systems such as suppliers, customers, shareholders and government agencies. A manager with a systems view of management will only make decisions after

identifying and analyzing how other manager, departments or customers might be affected by the decision. However, it must be noted that today's managers especially of private schools do not follow Mintzberg's view point and more so in regards to the management.

According to Maicibi (2003) management scholars advice inspirational credible leaders to be leaders and not bosses as he quotes.” The boss drives his men, the leader inspire them. The boss depends on authority; the leader depends on good will. The boss involves fear in leadership; the leader radiates love. The boss says ‘I’ the leader says ‘we’. The boss knows who is wrong. The boss demands respect; the leader commands and gets respect”. This statement clearly shows what differentiate managers from leaders and their ways of managing employees in the organization.

2.3 Causes of Mismanagement

Available literature suggests that management is on the blink of collapse especially in the recent few years. Management has undergone a lot of reforms throughout history and contemporary management thoughts have greatly influence management practices for the last few decades.

Influenced by the Japanese mode of management such collective decision making slow education and promotion and holistic concern the concern of excellence is an approach used by firms which have a basic set of characteristics that led them to excel. These characteristics include getting things done on time, staying close to the customer, employing the available resources and producing the best goods and services among others (Armstrong, 2000)

Management goes beyond the organizations internal operation to include the industry and the general environment. The key emphasis is on issues related to environment scanning and industry analysis appraisal of current and future competitors, assessment of core competitors, strategic control and the effective allocation of organizational resources.

According to Maicibi (2005) the cause of examination malpractice as a form of mismanagement is competition among schools. He notes that this is true of all schools that compete for the percentage of pass. It is true of private schools. This is because the private schools that are profit oriented tend to assist candidates by using mercenaries so as to improve their percentage pass, standing or ranking. This, they believe will attract more students (customers) to the school” (Maicibi, 2005:152)

According to the Ministry of Education and Sports (2004), many private secondary schools are poorly managed. This is so because of incompetent staff, poor monitoring and evaluation by the concerned authorities. Wide spread corruption and the increasing desire for money by private investors (Republic of Uganda 2004).

According to Gawaya Tegule in his article Education at the Blink, in the Monitor Newspaper March 5, 2004, it was reported that many head teachers of private schools swindle money meant for candidates’ some don’t pay teachers salaries. This was attributed to poor management principles. Some private schools are run by incompetent directors who look at these schools as businesses and a source of income thus resulting into mismanagement of schools.

The Opio article “Where is the future of our education system”, written in the New Vision Newspaper October 15, 2005 reported of the increasing mismanagement of private schools in Uganda. This was attributed to the government’s reluctance particularly the Ministry of Education and Uganda National Examinations Board that issue center examination numbers and operation certificates to private schools without ensuring that they meet standards, a problem that could be explained by the increasing rate of corruption and bribery. However, this may not necessarily apply to the case of Wakiso and thus this study focused on Wakiso in particular.

School management is a critical element of a good education system as it is the onus on which performance is based. Unfortunately, management of schools in Uganda has failed to produce the intended goal. This partly explains the numerous strikes both by the teachers and students (Ssekamwa, 2001). It was therefore necessary to investigate if this was the case with Wakiso as well.

According to Huczynski (1999) performance of an organization largely depends on the quality of leadership. The case of mismanagement can thus be attributed to poor leadership in some of these private schools.

Relatedly, Hawe et al (2001) observed, for any organization to function effectively, organizations depend on the quality and energy of the people who work within them. Thus for any private school to function well, it largely depends on the quality of staff it has. However, it has been noted by Ssekamwa (2001) that many private schools in Uganda use unqualified staff such as university students and S.6 leavers who only look for upkeep and

will not demand for high pay in the name of salaries. This in turn undermines the performance of these schools.

In addition Musaazi (1982) noted that effective education management or administration is a prerequisite for performance. Administration influences most of the school activities and it is the focal point for every activity. Once there is a problem in administration then the whole system becomes inefficient. This partly explains the reason why many schools in Uganda have not performed as expected.

As the study by Maicibi (2003), tends to suggest that payment can contribute to job satisfaction particularly when it is directly related to performance. For instance, profit related pay schemes could be a source of job satisfaction for employees. The profit related pay implies that if profits of company go up, so does the employees' salaries and wages....so if the employees know that the link exists between performance and pay rise then the profit / performance related pay can result in job satisfaction. This is true only when management equitably does such measurement of increased performance and the sharing of the profit. This is not the case with many private secondary schools in Uganda.

The other cause is poor accountability. Literally, the term accountability means being able to explain why one is doing something, how he or she does it and by what means? From educational point of view, Kogan (1995) identified three models of accountability, which exist in schools. These are:

1. **Public or state accountability**, which entails those in authority or elected representatives, appointed officials, the heads, and others who manage schools.
2. **Professional control**. This refers to control of education by teachers and professional administrators. It is associated with self-reporting evaluation
3. **Consumer control**. This takes the form of participatory democracy or partnership in the public sector or market mechanism in the private or partly privatized sectors.

These are some of the reports on mismanagement of private secondary schools in Uganda. Given the increased closure of private secondary schools, canceling of results of some schools as the case was with Katikamu secondary school, Wobulenzi in the 2006 examinations and numerous staff strikes due to non or late payment of staff salaries it is clearly evident that there is a lot of mismanagements in private secondary schools hence the purpose of this study was to clearly examine the actual causes of such forms of mismanagement in Wakiso District of Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents different methods that were employed when carrying out the study. These included the research design, a description of the research environment, the survey population, sample size and selection, methods of data collection and analysis.

3.1 Research Design

The study applied both qualitative and quantitative research approaches. It was a descriptive which examined the salient issues concerning mismanagement cases, their possible causes, effects and management.

Location of the area of Study

Kira is located in the eastern part of Kyadondo County, Wakiso District. This sub-county stretches between Latitude 0 degrees South and 50 degrees North and Longitude 30 degrees. The town is located 25 Kilometers from Wakiso District Headquarters and it is 10 kilometers from Kampala City center along the Jinja-Kampala road and it stretches from Kireka-Bweyogerere to Kira. Kira covers an area of 25 square kilometers.

Research Environment

The study was conducted in two schools located at Progressive Bweyogerere and Kireka High School. These are educational institution located on the outskirts of Bweyogerere and Kireka respectively. It is a busy area which is characterized by trade. The vast majority of the respondents were educated

members of the community ranging from staff to students and community leaders.

3.2 The survey Population

The population of this study included school administrators, teachers, students and other staff members of Bweyogerere Progressive Secondary School and Kireka High School in Wakiso district. These two schools have a good number of students, as they are located within a densely populated area from the two schools and 40 adults including staff from these schools.

3.3 Sampling procedure and Sample size.

The study used simple random sampling so that every one in the study population has equal chances of being chosen. This method was chosen because it is simple and minimizes sampling biases while ensuring the possibility of all the targeted population being interviewed. A total of 40 respondents were interviewed taking 10 students and 30 adults from each school who included teachers, area leaders and authorities as well as a section of parents. These formed the key informants.

3.4 Data collection instrument

Data was collected from school administrators; the teaching and non-teaching staff members and students at Advanced Level using self-administered questionnaires and the observation checklist. The two methods were used to gather information about the various management practices, the mismanagement practices and their causes in the chosen schools.

The research employed various methods of data collection and this included:

3.4.1 Interview

The interview was used during the face-to-face interview to obtain relevant and accurate information from the respondents. It was mainly used during interviews with head teachers, members of staff, district educational officers and students' leaders in Wakiso district. This method helped to collect primary data in form of ideas, views, and opinions from the different respondents. A total of 40 respondents were interviewed.

3.4.2 Questionnaires

This was in form of self-administered questionnaire with both open ended and closed ended questions. The open ended questions were intended to enable the respondents give as much information as possible whereas the closed ended were for pre-determining responses and all this made it easier for the researcher to collect the desired data. A total of 40 respondents attended to the questionnaires.

3.4.3 Documentary Review

This involved the use of already existing published materials in the libraries, institutional reports and records to construct a background to the study. It also involved collecting data from online documents (websites), individual reports, and magazines and journals as well as media reports. This study of existing written documents was basically for identification of the existing data on what cases of mismanagement exist.

Sources of secondary data included textbooks, brochures, magazines and newspapers. Literature of the study was obtained from reports. These were obtained from Makerere University Main Library, Kampala International University library and other libraries where such information existed.

3.5 Data processing and analysis

The researcher employed both qualitative and quantitative methods of data analysis to enable easy interpretation and comprehension of data.

Qualitative method looked at the quality of the phenomena being studied that was, applied to examine or identify cases of mismanagement and their effects on general management, while quantitative methods attempted to measure the phenomenon using frequencies and percentages.

3.5.1 Editing

This was done at the end of each working day. A process was carried out to ensure that the information given by respondents is accurate and consistent. Editing was done by the researcher. Every questionnaire emerging from the field was carefully and properly scrutinized. It consisted of cross-checking wrong entries, standardizing problems and solutions while checking any omissions and inconsistencies.

3.5.2 Coding

This consisted of translating edited responses into numerical terms. Coding is considered as a process of classification by the researcher in preparation for tabulation. A complete coding schedule was prepared. This was done to ensure that various responses obtained are classified into meaningful forms so as to bring out their essential pattern.

3.5.3 Data analysis

Data was analyzed and grouped into qualitative and quantitative data. The qualitative data analysis method was applied to evaluate the causes of mismanagement. The researcher grouped different categories of responses into summaries, differences and similarities then content analysis was used

to make conclusions. The data was tabulated, frequencies drawn and percentages obtained which was the basis of the researcher's conclusions.

3.6 Ethical consideration

In order to carryout this research successfully, permission was sought from the School of Postgraduate Studies and Research, Kampala International University. In the field, permission was got from the, management of these schools and other relevant authorities in the area. On the day of appointment for each school, the researcher carried the questionnaires to the schools and with the help of the head teacher in each school; the researcher sampled the teachers and administered the questionnaires to them as well as the head teacher. The researcher was in easy reach to the respondents in case there was need for clarification. The respondents were assured that the information they were giving was to be treated with utmost confidentiality and would not be used for any other purposes, other than academics. After the respondents had filled in the questionnaires, they were returned to the researcher who collected them.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

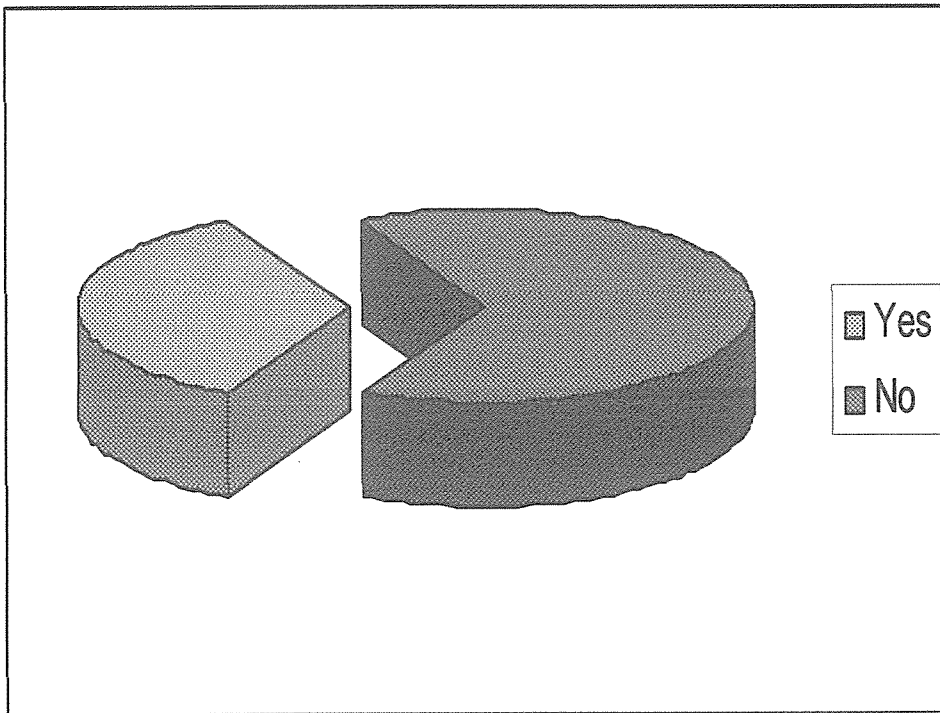
4.0 Introduction

This chapter deals with the presentation of findings, analysis and interpretation of data. It has been divided into parts, which are directly related to study variables. The main purpose of the study was to explore factors contributing to the mismanagement of private secondary schools in Uganda. Data was collected and analysed according to the methods described in chapter three. In this chapter the results from analysed data are presented in the questionnaires in an effort to address the research questions for this study.

4.1 Management practices in private secondary schools.

The study set out to establish the various management practices used in private schools. To attain this respondents were asked to mention the common management practices in private secondary schools in Wakiso district. It was established that most head teachers in private secondary schools use a participatory approach to managing schools. It was also noted that this involves practices such as consultation of all stakeholders before passing an important resolutions such as expelling indiscipline students, punishing students, recruitment of staff, terminating of staff contracts, holding staff meetings regularly, involving students' leadership in school management, informing stakeholders about the progress of the school, to mention but a few.

During the study, respondents were asked if there existed a participatory management approach and the graph (1) below summarizes the responses obtained.



Source: Primary Data.

From the graph it can be observed that 65% of responses obtained noted that there is participatory management approach in private secondary schools while only 35% claimed that there no participatory approach.

However, it was also established that for schools where the head teacher is at the same time the director of the school, use the autocratic leadership style where by they dictate what is to be done but not consult their subordinates.

What was involved in the participatory management style?

Respondents noted several issues related to the practice as can be seen in the Table 1 below;

Table 1: Shows responses obtained on the participatory management practices in private schools.

Participatory practice	Frequency	Total No. of respondents	Percentage
Consultation	15	40	37.5
Holding regular staff meeting	38	40	95
Involving student leadership	25	40	62.5
No PTA and BOG meetings	30	40	75
Total	40		100

Source: Primary Data.

The above table1, shows that from the sample of 40 adult respondents interviewed, it was observed that most frequent participatory management practice noted by respondents is holding regular staff meetings (95%) followed by having no Parents Teachers Association and Board Of Governors meetings (75%) and the least was involvement of all stakeholders.

From the study it was established that as per the two schools, there existed school management committees, with key persons who are both internal and external to the school. Internally the major key persons are the head teachers whose duties and tasks include, overall management of the school, overall personnel management, overall in-charge of staff development, chief planner of the school among others, then the deputy head teacher who deputizes the head teacher in all the administrative and professional roles performed by the head teacher. The Director of studies and the subject heads are responsible for preparation and coordination of schemes of work and the supervision of subject teachers to ensure that they are following the syllabus and that they are up to date with the subject matter among others. Senior women teachers whose roles include but not limited to guidance and counseling of girls and female teachers in the school, arrange for social meetings for girls from other schools.

According to the study, it was established that though private secondary schools must have external actors such as the board of directors and PTA, most private schools don't have such actors. Even the other responsible actors such as District Inspector of Schools, Ministry of Education and Sports are dormant and have not been effective in executing their duties and it's partly due to this laxity that there are a lot mismanagements in private secondary schools.

4.2 Forms of Mismanagement in Private secondary Schools in Wakiso District.

The other question of the study was the forms of mismanagement that are common in private secondary schools in Wakiso District. During the study it was established that a number of mismanagements exist in private secondary schools in Wakiso District as can be seen on Table 2 below;

Table 2: Forms of mismanagement

Forms of mismanagement,	Frequency	Total No. of respondents	Percentage
Non payment of staff	40	40	100
Embezzlement of school funds	32	40	80
Unfair dismissal of staff	34	40	85
Sexual harassment of staff and students of the opposite sex	36	40	90
Schools started by borrowing because of poverty	32	40	80
No Board of governors and Parents Teachers Associations	32	40	80
Examination malpractices	37	40	93
Employing relatives and recruiting incompetent staff	38	40	95
Low and delayed payments of staff	32	40	80

Source: Primary data

Out of the sample of 40 staff members and head teachers in Wakiso district, the following was established from the table above.

40 respondents (100%) noted that non-payment of staff was a common practice by directors and head teachers of private schools. They think that by not paying staff this is when they will be making a lot of profits after all there are many jobless teachers who are looking for employment out there. This explains the reason why most private secondary schools get new staff every year. 38 respondents (95%) reported recruitment of incompetent staff. This was characterized by recruiting relatives, senior six dropouts and university students who will not demand for high pay in the name of salaries but demand for upkeep. 36 respondents (90%) reported sexual harassment of especially the female staff by the male head teachers and directors of private secondary schools when seeking for employment and female students who are looking for high marks which they have not worked for. 32 respondents [80%] reported the absence of Board Of Governors and Parents Teachers Association committees whose role is to monitor the performance of the head teacher and staff. 32 respondents (80%) reported embezzlement of school funds, meant for students registration and payment of staff salaries. 37 respondents [93%] reported examination malpractices aimed at acquiring good grades and attracting many students to join the school. 34 respondents (85%) reported unfair dismissal of staff. Thus gaining responses obtained from 40 respondents, the most common mismanagement practice is non-payment of staff.

Some key informant also noted that,

“Some of the notable mismanagement practices in some private secondary schools in Uganda include, lack of professionalism in service delivery, examination malpractice, some individual use the money in politics, some are not budgeted for hence no priorities in spending, employment is on blood relations which deters progress, some lack essential equipments, poor feeding of students leading some times to student strikes among others”

4.3 Management practices in private secondary schools: A case of Progressive Secondary School Bweyogerere.

Management is a dynamic relationship exhibiting complex patterns of interaction among the leader followers and the organizational situation Maicibi (2003). Management being at the helm of organization is charged with the duty of ensuring that all employees comply with organizational regulations and rules and those they oblige to the duties they are assigned.

The other question of the study was the common management practices in private schools. The findings are presented in Table 6 below;

Table 3: Shows management practices in private secondary Schools

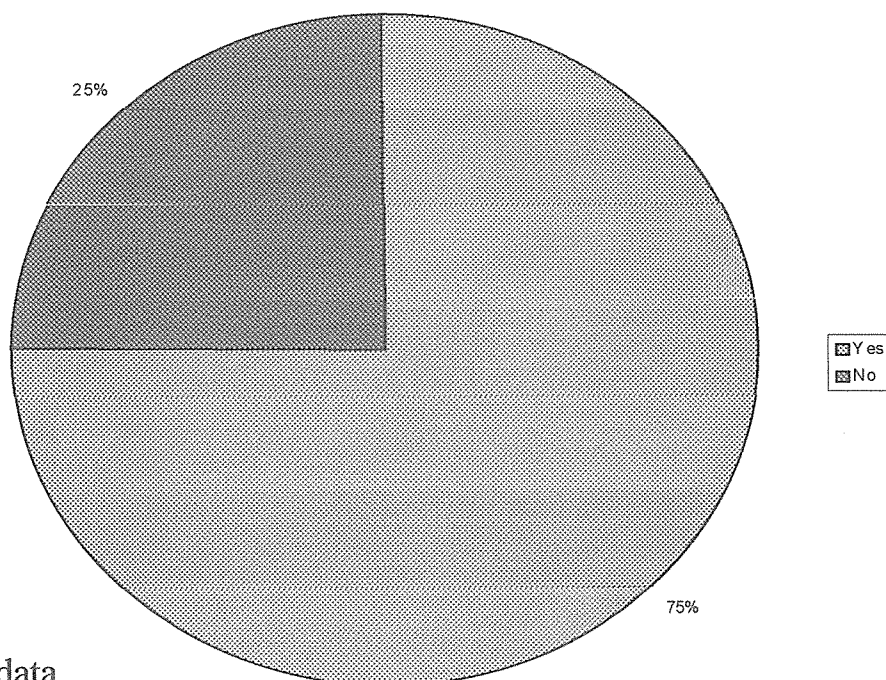
Practice	Frequency	Percentage
Good planning	08	10
Result oriented	16	20
Flexible work arrangements	04	05
Team work focused	24	30
Well organized management structure	20	25
Clear rules and regulation	18	22.5
Well set objectives	06	7.5
Client focused	03	3.75
Money based	36	45
TOTAL	80	100

Source: Primary data

From the above table 3, it was observed that some of these private secondary schools were characterized by good planning, are result oriented, have got flexible work arrangements and well organized management structures with clear rules and regulations, have well set objectives but majority are client focused and money based.

In addition, respondents were asked whether management has undergone change and the responses obtained showed that there has been a change in management and can be seen in the figure below:

Chart 2: shows responses on whether management has changed.

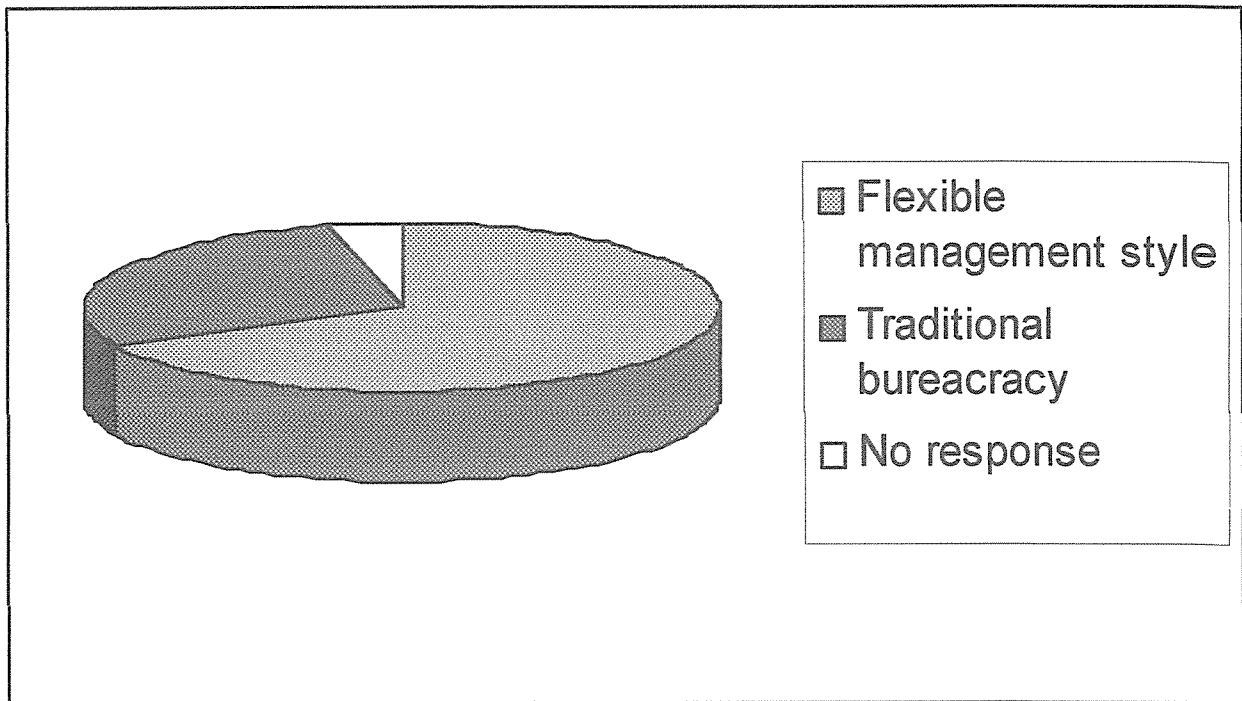


Source: Primary data

With regards to change, the respondents as demonstrated in the figure 2 above shows that 75% noted that there was some change while only 25% said there was no change.

Respondents were asked to explain changes in management practices and responses showed that there was a change from traditional forms of management such as adherence to rules and procedures, to a more flexible result-oriented management based on market dictates.

Chart 3 : Shows The Changes in management



Source: Primary data

The figure above shows that most respondents noted that there is flexibility in management although some sections noted that management was still based on traditional bureaucracy.

4.4 Reasons explaining the mismanagement practices in private secondary schools

Respondents were asked to mention the common causes of mismanagement in private secondary schools. The following were the respondent's views:

According to the Deputy Head Teacher (General Duties) of Progressive Secondary School,

'Many of these private secondary schools are not well equipped with the necessary school requirements such as laboratories, libraries to mention a but few. Secondly they admit failures because the bigger the number of students in school, the more money they get.'

According to the student leaders of Kireka high school,

"Private schools tend to employ senior six dropouts and university students who can provide cheap labour and who will not demand for much money in the form of salaries. This in turn has affected the performance of students and has killed the spirit of professionalism and competition in education since these students cannot compete favorably with those that were taught by professional teachers in the national exams. "

According to one female informant,

Some head teachers abuse their offices and positions by sexually harassing female teachers and students. Some times the female teachers before being given teaching posts in some schools they are requested to have sex with the head teachers or else they miss the jobs. And on the part of students, some teachers ask for sex from students in order to give them high marks which they have not worked for, thus compromising on standard"

It was also noted that some schools are started in groups especially by teachers and when the group conflicts and disagrees on money issues, the group splits causing the school to collapse and the poor students lose out.

According to the deputy head teacher of Kireka High,

“One of the most influential factor for mismanagement is the unnecessary competition by directors/head teachers in the education sector. Most of the directors /head teachers of some private secondary schools engage in examination malpractices to sale the name of the school through high grades obtained in a crafty manner in national examinations. This is aimed at attracting big numbers of students to join those particular schools”

The Table 4 below presents the causes of mismanagement of private schools common among private schools in Wakiso obtained from respondents.

Table 4: Shows causes of mismanagement in private secondary schools

Causes of mismanagement	Frequency	Total response	Percentage
Poor Government policy	78	80	97.5
Poverty	72	80	90
Moral decadence	71	80	88.5
Poor leadership skills	70	80	87.5
Corruption	68	80	85

Source: Primary / field data

From the above table, it can be observed that the most noted cause of mismanagement is poor government policy as exhibited by 78 (97.5 %) of

responses obtained. Another noted cause was poverty 72(90 %), moral decadence exhibited 71 (88.5 %), poor leadership exhibited 70 (87.5 %) and corruption exhibited 68(85%).

According to one key informant;

“The problem we see in private schools such as embezzlements are all to be blamed on our government policy on education. We do not have strong policies to hold managers / head teachers of private schools accountable. Even in cases where cases have been reported of mismanagement culprits have not been brought to book because of too much corruption and bribery that is exercised by the accused to the accuser.”

During the discussion of senior 6 students of progressive Secondary School, it was established that, some head teachers are not knowledgeable about management and this has partly led to the mismanagement of private secondary schools.

Another respondent noted that;

“Government has embraced the neo-liberal ideals of privatization and free market economy and this has had serious effects as far as the management of private schools is concerned. Individuals who even do not have the capacity to open up schools, have been given certificates to operate private schools, these look at these schools as their source of income. In Uganda today most of these private schools that are opened up and do not last long are started by business people who when they get money they invest it in other businesses that in turn fail to takeoff.”

From the field the LC1 chairman who was also one of the informants observed that;

“In Uganda today, morals do not exist. It is some thing of the past. There is no share in people. That’s why some male head teachers sexually abuse female students, others swindle money meant for registration, and others do not pay their staff. This is all because there is moral decadence at the moment”.

According to the Director Of Studies of Progressive Secondary School Bweyogerere,

‘The problem is that some of these schools are started up without a clear management structure to foresee the progress of the school. Take for instance, many private secondary schools do not have a board of governors committee, which is so instrumental in the proper management of any school”

He observed that,

“In most of these private schools, management is not separated from ownership. As a result accountability becomes a little difficult and this explains the increased cases of mismanagement especially of financial resources. Some head teachers when they get money in form of school fees from students, instead of using it for school activities they allocate it for private affairs like buying beautiful houses, vehicles and marrying many wives”.

He further noted that:

“Most of these private secondary schools are started by borrowing huge sums of money from banks, which money has to be paid back at the end of the grace period. This is why teachers are not paid on time and hence the collapse of these schools at the time they are expected to take off.”

During the researcher’s interaction with some of the staff members of progressive Bweyogerere, one informant observed that;

“I think the whole problem is partly attributed to the general economic situation. Generally, most people are poor including some of those who start up private schools and since some of these are not used to handling large sums of money, when they see money in their draws, they think they can use it as they wish thus the resultant embezzlements we see today”

CHAPTER FIVE

SUMMARY OF RESULTS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Results

The study pointed out a number of mismanagement practices in Private Secondary Schools, which included the following;

Sexual harassments.

It was noted by some respondents that there exist some forms of sexual harassments in some private schools. Since head teachers use their positions to subject the inferior ones (students and some staff) to sexual harassments.

Non-payment of staff

It was noted that some private schools use the unemployment situation to exploit their employees through non-payment of their salaries and sometimes late payments.

Unfair Dismissal of staff

It emerged from the study, that some directors of private schools unfairly dismiss staff members some times for flimsy reasons and this comprises an act of mismanagement.

Financial mismanagement

It was established that there exist a lot of financial mismanagements in some private schools. Most directors start up schools when they are poor and

expect to become rich through these schools. They also lack financial management skills and this has partially contributed to financial mismanagement. Among those noted included embezzlements of funds, misallocation or improper use of money collected, swindling of money meant for candidate's registration among others.

Employment of incompetent staff

It emerged from the study that some private schools have not put in place a clear selection and recruitment criteria on which to follow when selecting and recruiting potential staff. In many cases human resource selection is marred by corruption in the form of nepotism. Some school proprietors recruit their relatives who may not have the required skills and competencies. Consequently the best human resources are not employed because they are not known by any one. This result is in line with the Ministry of Education and Sports report (2007), which confirmed that many private secondary schools are poorly managed. This is so because of incompetent staff employed. Therefore one can say that Wakiso like the rest of Uganda has experienced a lot of mismanagements in Private Secondary Schools and the causes identified are similar to those that some scholars had put forward though some new causes were as well identified.

On the issue of causes of mismanagement of private secondary schools, it was established that a number of factors have contributed to this and among those noted included:

Weak government policies. Among the many factors was the weak government policy it was noted that the education policies in Uganda especially as far as running private schools in Uganda is concerned are still

lacking. It emerged from the study that even the existing policies are not sometimes implemented. In addition some informants also blamed some of the forms of mismanagement such as none-payment of staffs on lack of an employment policy that could guide employees on the terms of employment. Consequently the labour force in Uganda has been left at the mercy of private employees who exploit teachers to their own advantage.

Poverty. It was established that poverty has partly contributed to the problem of mismanagement of private secondary schools in Uganda. It was observed that corruption, swindling of money are all associated with poverty. The argument put forward is that some schools are a source of income for some individuals who look at them as a source of their livelihood or as away of self-employment. Consequently, these at times swindle the money meant for running school activities to enrich themselves.

Moral Decadence: During the study it was established that another influential factor to mismanagement of private secondary schools was that some directors lack ethics and integrity or a sense of morals. They are as a result corrupt, swindle money, and sexually abuse their subordinates without any guilt or shame.

Lack of leadership skills; As noted earlier, leadership is one influential factor to the success of any organization or institution. During the study, it was clearly established that one of the factors contributing to mismanagement has been the poor leadership skills by some head teachers and directors of private schools.

5.2 Discussion of Findings

The study set out to establish the causes of the rampant mismanagement of private secondary schools. The key issues that were focused on included, the management practices, the forms of mismanagement and the causes of these mismanagement.

Regarding management practices, it was identified that different schools have different management practices. Some use participatory approach while others use an autocratic or centralized administration with the directors and head teachers as the main decision makers.

On whether there exists some form of mismanagement in private schools in Kira, Wakiso district, the findings indicated that there exist several mismanagement practices in the district in private schools. This supports Gawayia Tegule in his article Education at the Blink, in the monitor newspaper March 5, 2004, where the author reports of increased cases of mismanagement of private secondary schools in the country. These forms of mismanagement practices could be categorized into three main broad categories i.e. administrative, human resource and financial as seen from the research findings.

On the issue of causes of mismanagement of private secondary schools, it was established that a number of factors have contributed to this and among those noted included;

Among the most noted factors was the weak government policy. It was noted that the education policies in Uganda especially as far as running private schools in Uganda is concerned are still lacking. It emerged from the study that even the existing policies are not sometimes implemented. In addition some informants also blamed some of the forms of mismanagement such as none-payment of staffs on lack of an employment policy that could guide employees on the terms of employment. Consequently the labour force in Uganda has been left at the mercy of private employees who exploit teachers to their own advantage. Thus these finding do concur with Musaazi. (1982) argument that effective education management or administration is a prerequisite for performance. Administration influences most of the school activities and it is the focal point for every activity. Once there is a problem in administration then the whole system becomes inefficient and thus the lack of or the existence of a weak education policy is partly responsible for such messes in the education sector.

It was also established that poverty has partly contributed to the problem of mismanagement of private schools in Uganda. It was observed that issues such as corruption, swindling of money are all associated with poverty. The argument put forward is that some schools are a source of income for some individuals who look at them as a source of their livelihood or as away of self employment. Consequently, these at times swindle money meant for running school activities to enrich themselves:

During the study it was established that another influential factor to mismanagement of private secondary schools key informant interviews that some directors lack ethics and integrity or a sense of moral. They are as a

result corrupt, swindle money, and sexually abuse their subordinates without any guilt or shame.

As noted earlier, leadership is one influential factor to the success of any organization or institution. During the study, it was clearly established that one of the factors contributing to mismanagement has been the poor leadership skill by some head teachers and directors of private schools. This is in line with Musaazi. (1982) who noted that effective education management or administration is a prerequisite for performance. Administration influences most of the school activities and it is the focal point for every activity.

Just as Maicibi (2003), tends to suggest, pay can contribute to job satisfaction particularly when it is directly related to performance. For instance, profit related pay schemes could be a source of job satisfaction for employees. The profit related pay implies that if profits of a company go up, so does the employees' salaries and wages. So if the employees know that the link exists between performance and pay rise then the profit / performance related pay can result in job satisfaction. This is true only when management equitably does such measurement of increased performance and the sharing of the profit. This is not the case with many Private Secondary Schools in Uganda and in Wakiso in particular as evidenced from the field suggests. Truly teachers strikes mainly occur due to poor or delayed pay which is quite common in private secondary schools

5.3 Conclusion

Arising out of the research, the following conclusion can be made:

Regarding the issue of whether there exist some form of mismanagement in private schools in Kira, Wakiso District, the findings indicated that there are several mismanagement practices in the district in private secondary schools which included non-payment of staff, sexual harassment of staff and students of the opposite sex, embezzlement of funds, examination malpractice among others. These mismanagement practices could be categorized into three broad categories i.e. administrative, human resource and financial mis-management as seen from the research findings.

It was also established that the causes of mismanagement of private secondary schools included weak government policies and poverty as the major factors that have contributed to the mis-management of private secondary schools in Wakiso District. Thus the study recommended that stringent laws and policies be set to govern private schools, strengthen the Ministry of Education so as to play its role effectively among others.

5.4 Recommendations

Owing to the findings, it was established that unless something is done, a lot of incidences of mismanagement will continue to be reported. So to curb on the increase of such cases, the following recommendations were made:

Government should put in place stringent measures in form of laws and policies to ensure the proper / effective implementation of these. All culprits must be brought to book or severely punished to discourage acts such as corruption and embezzlement. Policy guidelines should be clearly spelled out, especially the employment terms and conditions in private schools and

government must be put in place as well as mechanisms to monitor and evaluate the compliance of private schools to these.

There should be a vetting mechanism to ensure that all individuals intending to set up private schools have sufficient resources for the proper management of the schools. This should look into issues such as financial resource capacity, human resource capacity, and administrative capacity among others.

There is also need to institute a sense of morals among teachers; head teachers and all concerned stakeholders in education management and administration. This can be done through compulsory training in ethics and integrity among educational professionals. This can go along way in reducing on moral decadence that has marred effective education management.

The Ministry of Education and Sports should be strengthened and equipped to ensure that it implements educational policies and guidelines. It should be strengthened to monitor the compliance to educational guidelines by private schools.

Clearly the evidence presented here may have implications for the continuing policy discussions over how to achieve successful management of private secondary schools in Uganda and worldwide. William Easterly, in his *Elusive Quest for Growth* (also “Barren Land,” Fall 2002), notes the ineffectiveness of past investments in public schools by the international agencies and developing country governments, pointing out:

“Administrative targets for education management do not in themselves create the incentives for investing in the future that matter for growth,” that is, in quality education. If the World Bank and USAID could find ways to invest in private schools, then genuine education improvement could result. Strategies to be considered include offering loans to help schools improve their infrastructure or worthwhile teacher training, or creating partial vouchers to help even more of the poor gain access to the private schools that are ready to take them on.

The institution should have a clear management and committee structure. This should specify roles and responsibilities, relationships and reporting lines, including those between the governing body and academic board. Individuals and committees should be accountable for decisions taken. In particular, it should be clear whether each committee has a delegated decision-making role or is advisory.

The breadth of competencies of the governing body, all committees, and the head of the institution and senior managers should be sufficient to allow them to fulfill their respective functions. Competencies include skills, experience, personal qualities and, where appropriate, professional qualifications. The governing body and all committees should be able challenge the plans and proposals put to them.

These institutions should have strategic plans. The strategic planning process should address the mission and the medium and longer term direction of the institution. Strategic planning should be an iterative process taking into account the overall direction of the institution, the external environment and

internal resource constraints. The outputs of the strategic planning process will include a corporate plan. The financial strategy will identify how sufficient resources will be made available to support the objectives in the plan. It should be supported by plans and budgets, which identify how the institution's resources will be managed to deliver its objectives.

It must also be noted that effective governance and management depends on good quality, focused, timely and relevant information. This should form the basis of decision-making and action planning. Information will vary according to the needs of the recipient but in all cases the purpose of producing it - whether for information, action or decision - should be clear.

Mechanisms should be in place to facilitate effective and consistent communication and consultation throughout the institution. Communication channels should be multi-directional to ensure that individuals have information relevant to their responsibilities.

Education being a resource and one of the key sectors to development, effective management is necessary. Given the scenario in some private schools in Uganda where management has been abused and in a situation where the government that has an obligation of formulating policies on education and guidelines on what is required to start and operate a private school the ministry of education is not playing this role. This has partly contributed to the mismanagement of private schools in various forms as seen in the foregoing presentation. Thus it is therefore important that policies are not only formulated but also implemented. Government needs to

play an important role in education management and not leaving the education sector on the making of private individuals.

The ministry of education as a government agency with education management seems not to be effective in performing its roles as continuous mismanagement practices continue. Thus the ministry must be strengthened to formulate and implement policies and guidelines on education management. If this is not done the education sector will continue to suffer from such vices, which in the long run may affect the quality of education in Uganda.

Another key issue observed during the study is that neo liberalism as an approach to development despite its presumed advantages may not be a good approach to education management of private schools in Uganda today. Private individuals with their selfish interests will continue to abuse the education sector in cases such as directors of private schools employing their relatives who may not be competent, under pay their staff to mention but a few that have serious implications on the education sector. Therefore, the government has to be at the forefront of managing the education sector rather than playing a passive role.

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