CHALLENGES IN THE MANAGEMENT OF SECONDARY SCHOOLS IN MAYUGE DISTRICT

BY

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DECLARATION A

I Masiga Bosco do hereby declare that this thesis research dissertation titled "challenges in the management of secondary schools in Mayuge" is my original work and has not been presented for a degree or any other academic award in any University or Institution of learning.

.....

Masiga Bosco

30th/ MAY /2017

.....

Date:

DECLARATION B

"I certify that Masiga Bosco carried out research on challenges in the management of secondary schools in Mayuge District" under my supervision.

.....

DR. KAYINDU VINCENT

(Supervisor)

.....30/8/2017.....

Date:

DEDICATION

I dedicate this work to my parents Mr. Mondha Moses and Ms Mutesi Catherine whose sacrifice towards my Education exposed me the world of intelligential.

ACKNOWLEDGEMENT

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

Special thanks go to my beloved parents Mr. Mondha Moses and Ms Mutesi Catherine who by their encouragement and sacrifice towards my education, I have developed strength and prayers encourage me through out my education.

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

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TABLE OF CONTENT

DECLARATION A i
DECLARATION B ii
DEDICATION iii
ACKNOWLEDGEMENT iv
TABLE OF CONTENT v
LIST OF TABLE viii
ABSTRACT ix
CHAPTER ONE 1
INTRODUCTION 1
1.1 Background 1
1.1.1 Historical Perspective 1
1.1.2 Theoretical perspective 2
1.1.3 Conceptual Perspective 2
1.1.4 Contextual perspective 3
1.2 Statement of the problem 3
1.3 Research Objective 4
1.4 Purpose of the study 4
1.5 Research questions 4
1.6 Scope of the study 5
1.6.1 Geographical 5
1.6.2 Content Scope 5
1.7 Significance of the study 5
CHAPTER TWO 6
CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW 6
2.1 Introduction 6
2.2 Conceptual framework 6
Specific Objective One 7
2.3 Related objectives 7

.3.1 Administrative experience and management of secondary schools. 7
.3.2 Management of curriculum and instruction 9
.3.3 Management of school physical Resources. 10
.3.4 Management of staff personnel 11
.3.5 Management of school community relations 13
.3.6 Management of finances and income generating activities. 14
pecific Objective two 15
.4 Economic challenges in the management of secondary schools. 15
.4.1 Challenges of delay of funds to school 15
.4.1.2 Challenge of insufficient funding to schools 16
.4.1.3 Challenge of fee defaulting in secondary schools in Mayuge 16
.4.1.4 Challenge of formular funding in schools 17
pecific Objectives three 17
.5 Personal Factors. 17
.5.1 Academic qualification and school management. 17
.5.1 Headteacher exposure to training and management 18
.5.3 The need for professional development and central Office support for secondary chool managers 18
.5.4 Tools applied in the monitoring and assessment of management in secondary chools in Mayuge. 19
.5.5 Head teacher's gender and school management. 19
HAPTER THREE 21
IETHODOLOGY 21
3.0 Introduction 21
3.1 Research Design 21
3.2 Study population and area 21
3.3 Sample Size 21
3.4 Sample Method 22
3.5 Data Collective Method 22
3.6 Reliability and Validity 22
3.7 Ethical Consideration 22
CHAPTER FOUR 23
DATA ANALYSIS, PRESENTATION AND INTERPRETATION 23
4.0 Introduction 23

4.1 Demographic profile of respondent 23
4.1.1 Headteachers' management of secondary schools in Mayuge 25
Specific Objective one 27
4.1.2 Headteachers administering of secondary schools 27
4.2 Specific objective two 28
4.2.1 Headteachers economic management of secondary schools. 28
4.3 Specific Objectives three 29
4.3.1 Head teachers personal factors, academic qualification and management of secondary schools. 29
4.3.2 Importance of the headteachers 31
4.3.3. Reasons for the preferences of headteachers 32
CHAPTER FIVE 34
DISCUSSIONS, CONCLUSION, RECOMMENDATION 34
5.0 Introduction 34
Specific Objective one 34
5.1 Headteacher's administrative experience and their management of secondary schools in Mayuge. 34
Specific Objective two 35
5.2 Headteachers economic and financial management of secondary school. 35
Specific Objective three 36
5.3 Headteachers personal factors / academic qualification and gender influence in the management of secondary schools in Mayuge 36
5.4 Conclusion 37
5.5 Recommendations 37
REFERENCES 39
APPENDICES 40
APPENDIX A 40
APPENDIX B 41
APPENDIX II 43
APPENDIX III 44
APPENDIX 1V 45

LIST OF TABLE

Table 1 Demographic profile of respondent.....23

Table 2 Competence of headteachers' in management of secondary schools. 25

Table 3 UCE results of schools involved.....31

Table 4 Headteacher manage finances better than headmistress.....32

Table 5 reasons for staff and students preference.....32

ABSTRACT

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

The conceptualization of the study was based on the fact that schools just as the business enterprises need effective management to achieve the set goals and objectives. Such as functional organization have a purpose which they must be seen to fulfill effectively and efficiently. The research was based on descriptive design, the researcher adopted a stratified random sampling strategy on a target population of 85 public schools in Mayuge district. Primary data was collected by the use of questionnaire which were self administered by the research with the help of two other assistants. Secondary data was obtained from books, Journals, on administrative problems in secondary schools and general management of schools as well as the functioning and roles of various school management committees. The research embraced a research methodology that give valuable result as desired by the study research questions that gave valuable results as desired by the study research questions and objectives.

A descriptive research survey design was employed, questionnaires with closed and open ended questions were applied to ensure that the research

instruments gave formidable data and thus ensuring reliability of the instrument. The study established that lack of adequate training and experience on financial management might be the main cause of school mismanagement and hence poor academic performance. Every aspect of school management and hence is affected by the way more is allocated.

The finding indicates that head teachers and Board of governors. Issue of discipline come second in importance to the Headteacher as finance, because headteachers would probably delegate them to the deputy and other teachers. The study conducted that inadequate training and experience of the Head teacher in such financial management, discipline, a teacher relation could be the case of poor performance. This is because the role of the Head teacher revolves around the three issues.

The study came up with various recommendations touching on various stakeholders that included parents, teachers, Head teachers, and Board of Governor of the school. Those recommendations point out that the government should at least train head teacher on a financial management, the government should also provide grants to help in the operation of school especially on matters to do with finance. The ministry of education should put mechanisms in place to ensure that Head teacher run schools without external interference. headteacher should delegate their powers to the deputes with supervision. This research was conducted in Mayuge District Eastern Uganda.

CHAPTER ONE
INTRODUCTION

.1 Background

.1.1 Historical Perspective

'he driving background for conducting the research in secondary schools in Mayuge was the rapid development and expansion of educational progress all ver the world and in Uganda particular. The researcher sought to study the nterplay in the variable and examine how they affect secondary school nanagement in Mayuge.

Jganda's secondary education system follows the education system of its ormer colonial master Britain. It is divided into the ordinary level and .dvanced level. Lower level consists of four years of schooling at the end of vhich students undertake O'level exams in at least 8 subjects with a maximum of 10 subjects. Upper secondary consists of two years of schooling at the end of vhich students sit advanced level exams in at least 3 subjects.

With the event of universal secondary education in place increased enrolment vas realized in schools warranting most schools to have better skilled staff equipped with the necessary experience and knowledge to handle the ncreasing number of pupils in schools.

All the policies required that the position of the school headteachers be made democratically harmonious with the school management. The headteacher was required to have attained a certain level of qualification, experience in service and in gender mainstreaming (Otto 1998). He further stated that because of the secondary school managers were also changing very fast. This therefore caused a challenge to the secondary school headteachers and other stakeholders to meet the challenges of management.

1.1.2 Theoretical perspective

The research on challenges in the management of secondary schools was based on a theory of human relations approach. This was derived on the basis of Hawthrone studies conducted in America by some social scientists notably Roethlisberger (1959) and Mayo (1959).

He argued that;

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

They emphasized the need for the managers understanding of

a) Formal and informal organization of people at work
b) Sentiments and feelings of individuals and groups in work environment.

Generally the theory advanced against the concept of using man as a machine. If the headteacher needed to be successful in developing informal authority, they needed to behave in a way which fosters workers loyalty. Even in difficult situation Wyne and Miskel (1991) their behavior needed to be emotionally tampered, calm and considerate avoiding threats to the self esteem of their staff.

1.1.3 Conceptual Perspective

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

- Planning; meant a future oriented exercise that involved the setting of organization objectives and devising means of achieving them (Rose Izizinga 2015)
- Staffing: meant the hiring and retaining a suitable workforce for the school (Otto 1998)

- Controlling: meant the activities which the administrator undertakes in order to ensure that everything proceeds (Rose Izizinga 2015)
- Organizing activities to properly qualified personnel and delegating the necessary authority to those people (Barlow Jr. 2007)
- Directing; this involved influencing the staff to perform as effectively as possible.
- Decision making: was regarded as the cure of management and was a conscious choice from among a well defined set of often competing alternatives (Charles RC 2001)

1.1.4 Contextual perspective

The main goal of universal secondary education was to provide the minimum necessary facilities and resources to enable Uganda children to remain in school and successfully complete the secondary cycle (MOESST) Ministry of education, sports, science and technology. However the new vision of 1st October 2014 highlighted that the challenges facing free education were not unique to Uganda alone, like Uganda, Kenya which started USE in 2001, Tanzania, 2004 were gradually chocking under the weight of the high enrolments, inadequate infrastructure, and inadequate teaching space, shortage of teachers and late disbursement of government funds.

Following the education stakeholders meeting held by the district education officer on 28th January 2015, the general concern was the poor academic performance, staff irregular attendance, headteacher validation and school management to enhance quality education.

It was therefore necessary that the study investigated the challenges in the management of secondary schools in Mayuge.

1.2 Statement of the problem

The study sought to investigate the challenges in the management of secondary schools in Mayuge. Mayuge has 39 public secondary schools of which seventeen are headed by female headteachers. The problem here was

in the public schools where there had been a continuous poor UCE and UACE results. Therefore the question remains that regardless of the good qualities seen in the headteachers, why have the academic performance continued to be poor, therefore with dilapidating structures and clear lack of development plan for the schools. It is upon the background that the study was conducted in an attempt to raise a point for better school management in the secondary school in Mayuge district eastern Uganda.

1.3 Purpose of the study

The purpose of the study was to assess the challenge faced in the management of secondary schools in Mayuge district.

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

1.4 Research Objective

The main objectives of the study were;

1) To find out the administrative challenges in the management of secondary schools in Mayuge district.
2) To find out the economic challenges in the management of secondary schools in Mayuge district.
3) To find out the personal factors academic qualification and gender influence in the management of secondary schools.

1.5 Research questions

1) What are the administrative challenges that secondary schools in Mayuge district face?
2) What are the economic challenges in the management of secondary schools in Mayuge.
3) What are the influence of personal factors academic qualifications and gender influence in management of schools in Mayuge.

1.6 Scope of the study

1.6.1 Geographical

The research was limited in Mayuge district since it was where the researcher was well vast with to research on the challenged in the management of secondary schools.

1.6.2 Content Scope

The content of the research aimed at examining the challenges in the management of secondary schools in Mayuge, special attention, specific attention is also to be on investing the relationship between the managers and other stakeholders and the district level.

1.7 Significance of the study

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

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

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

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

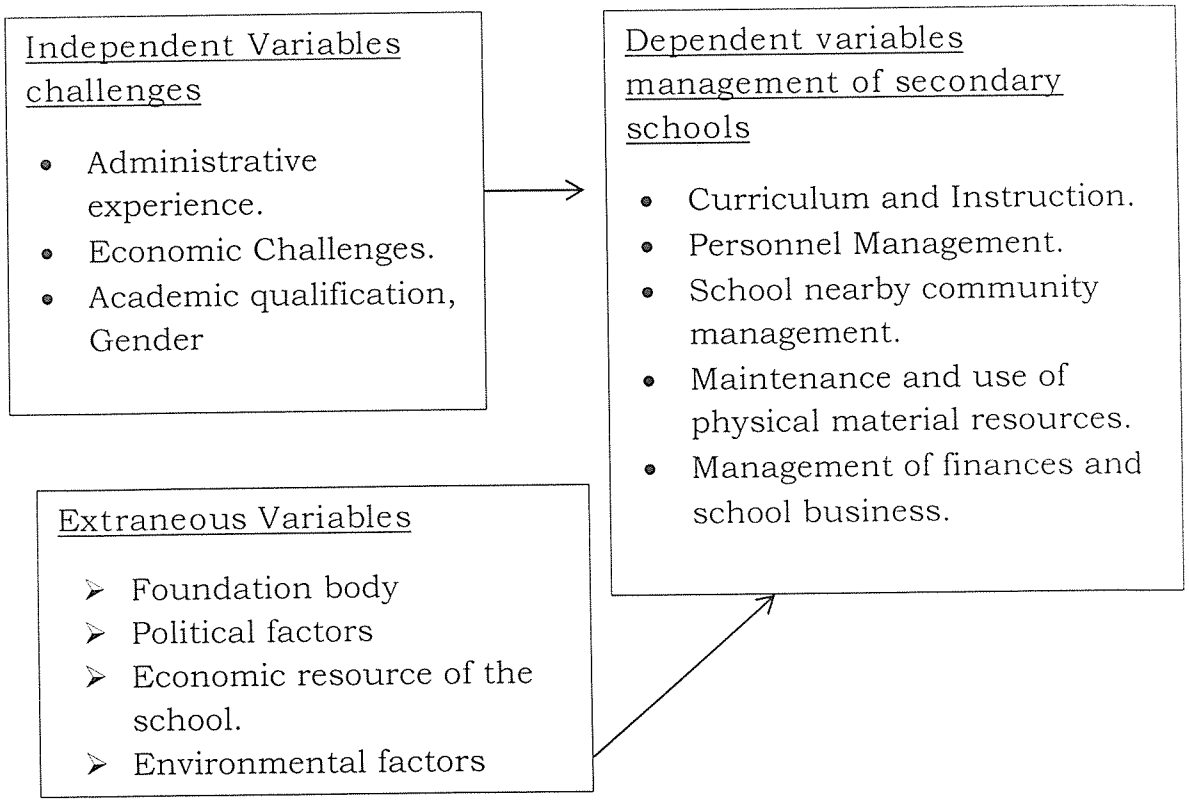
CHAPTER TWO
CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

.1 Introduction

In this section, the researcher has reviewed literature written on the challenges in the management of secondary schools in Mayuge district. To achieve this, the researcher has reviewed documents and works of other scholars in relation to the objectives of study. Data in this chapter has been obtained from use of text materials, Journals, manuals and hand books. this chapter discuss, the conceptual framework and the literature related to studies as seen below;

.2 Conceptual framework

The topic "challenges in the management of secondary schools in Mayuge" Both government and private secondary schools recommend involving headteachers with the right skills values and attributes to manage their school. The study will be based on a conceptual frame work below showing the relationship of the conceptual.



Source: Adopted from Bennett (2003)

The focus was to study the relationship between the effect of the independent variable and the dependent variable and how the interplay affected the headteachers' Management of secondary schools in Mayuge district.

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

Specific Objective One

2.3 Related objectives

2.3.1 Administrative experience and management of secondary schools.

It is important that we understand leadership and management as significant in educational institutions, as both are demanded in schools and educational institutions. Bush (2004) reveals that there has been a shift in the different definition of management, during the 1980 and 1990s, management was considered a broad concept; whilst in the 90s: researchers returned to the former, narrower definitions of management.

According to Fayol (1959) management is policy implementation and running of current activities.

Furthermore, Leithwood et al (2008) put forward seven strong claims about what constitutes experienced leadership, which are considered vital in education institutions, these include focusing on teaching pupils, responding to situations, improving learning, develop leadership capacities and distributing tasks between staff.

With regard the experience facing school headteacher, these may be said to be derived from both internal and external sources. One of these experiences is presented by the school buildings and there is little doubt that the quality of school buildings can determine the quality of the schools environment. In otherwords if the school building can determine the quality of the schools environment. In otherwords if the school building is of a high standard then there will be an increased probability of a high standards of teaching and leaving. Sarnoff (2001), the physical environment can be considered as the second teacher since the space has the power t o organize the educational process and promote the relationship between the learners and classrooms.

Generally, an experienced headteacher will be able to establish a strong relationship with his/her students. McGilchrist (2004) believed there to be core characteristics of an effective teacher: Recognizing students rights, having professional and high quality leadership, concentrating on student teaching and having focus on creating a learning organization.

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

At the same time, the headteacher will encounter experiences in working with an educational supervisor such as lack of coordination and support between the two can be a great challenge. Headteacher need people to listen to them (Boerema, 2011) to be shown concern for their wellbeing and to be given affirmation and encourgagment.

Schools can be considered as social institution, which are created to serve the community and educate children, therefore, there should be a close link between the school and the local community. In fact, experienced headteachers

tend to establish a strong relationships with local communities. For example Lewis and Murphy (2008) from the National College for school leadership (NCSL) focused on a link between the headteacher and culture, they found that most experienced headteachers create and model their schools culture to one that suits them, in order to make improvements and changes so that they avoid the challenges in the management of secondary schools.

2.3.2 Management of curriculum and instruction

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

Accordingly, curriculum then extends beyond the classroom. A further clarification is opined by West (1992:106) who distinguishes three forms of curriculum.

First is curriculum – in – action which he says is the one actually experienced by students. It may or may not be congruent with the policies or descriptions of the outlined or intended curriculum. Secondly, it is the intended curriculum that portrays the vision the school is geared to achieve the intended curriculum is derived from the country's educational goals. Third is the offered curriculum, which is a representation of the teacher's version of the intended curriculum. This is the one that is captured by teachers in their schemes of work and lesson plans. The term "instruction" on the other hand is used to denote classroom learner centered activities. According to Hatchet (1965:28). Instruction is "the education designed to primarily assist students gain a mastery of subject matter". The role of the headteacher, among others is to

provide instructional leadership. Indeed according to DI Paola and Tschannen – Moran (2003:2) experienced headteachers are those who "Provide leadership in instruction, coordinate instructional programs and emphasize high standard and expectation"

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

(i) Giving directions to the school on how to offer a suitable, approved and diversified curriculum in accordance to circulated guidelines from the ministry of education and supporting organizations.

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

(iii) Setting the pace and directing the drawing up of shedules for operation in the school thereby ensuring rationalized use of school time.

(iv) Conducting and convening regular staff meeting at least twice per school term.

(v) Ensuring students are adequately prepared, registered and presented for internal assessment and national examinations.

2.3.3 Management of school physical Resources.

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

i) Land; this is the ground owned as property by the school, availability of land would enable the school to expand, plan for new facilities, and even

improve the school environment due to the fact that land is one of the major challenge in the management of schools in Mayuge.

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

iii) Furniture and teaching materials, these are indispensible in facilitating teaching and learning. Teaching materials include books, science kits, chalkboard an charts. Quick repair and immediate replacement for lost items should be undertaken.

Okumbe (2001) highlights the responsibility of the Headteacher in the management of physical facilities.

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

2.3.4 Management of staff personnel

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

(i) Selection and recruitment of staff with specific emphasis on the support staff.
(ii) Wage and salary structure under which salaries for support staff are considered, time and efforts required t o accomplish the job effectively,

the land of technical knowledge, skills and experience required to perform the job and the need to cope with economic changes.

(iii) Promotions.

(iv) Health and safety.

(v) In-service education and training.

(vi) General personnel welfare issues.

(vii) Termination of service, dismissal and retirement particularly of support staff.

(viii) Discipline.

(ix) Fringe benefits

According to the common wealth secretariat (1997) there are seven concerns considered vital for headteachers' staff management namely.

i) Staff selection specifically non teaching staff.

ii) Staff development through identification of training needs, planning and

iii) implementing in house training programs and evaluating the outcomes of such trainings.

iv) Staff motivation through the identification and appropriate use of factors that enhance or weaken levels of motivation.

v) Carrying out appraisals and making follow ups.

vi) Implementing effective techniques of staff supervision and discipline.

vii) Keeping of staff record.

viii) Managing of meetings to effectively plan for school activities solve problems and build teamwork.

A further exposition on the expected experience of headteacher for effective management of staff is provided by Kavisi (2002).

i) Delegation of responsibilities to the deputy headteacher, heads of departments: senior teachers and teachers.

ii) Welcoming and inducting new teachers and non staff teachers.

iii) Supervising, appraising and preparing staff appraisal reports.

iv) Ensuring that self discipline is cultivated, nurtured and maintained among staff and pupils in the schools.
v) Creating an environment for staff training and development through induction, orientation, attachment and transfer of responsibilities.
vi) Motivating staff.
vii) Encouraging staff participation in professional organization.

A part from issues raised in section 2.3.4.
Connection to administrative experience and management of headteachers task areas, this study also focused on how headteacher dealt with issues such as shortage of teachers, shortage of staff houses, staff motivation and staff appraisal as one of the challenges in the management of secondary schools in Mayuge.

2.3.5 Management of school community relations

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

i. Assisting the community to contract it's current sense of what schools do and ought to do with other conceptions of education.
ii. Interpreting the educational program to t he community.
iii. Working closely with the representatives of the community.
iv. Working with other non-governmental organizations involved with the health of the community and the youth.
v. Enabling the staff to understanding and appreciate the community.

Ouso (200) observes that match existence between the school and the community can be perpetuated through guided use of school facilities by the community, school participation in communal activities such as soil conservation and the involvement of the community in school planning and management.

2.3.6 Management of finances and income generating activities.

Mbaba (1992) has defined management of finance as the operation whereby an organization ensures that available funds are used for the achievement of its objectives." The headteacher responsibility in financial management has two dimension of funds and utilization of the funds. In his examination of the financial management task in the Uganda context, public finance and accountability Act (2015) identifies for sub-tasks that should be concern to head teacher. These are:

i) Understanding the sources of revenue for the school by keeping a breast of funding shifts and revisions in qualifications for funding from the government and donor community.

ii) Preparation of school budget which involves budgetary proposed analysis, modification and notification.

iii) Monitoring expenditure in the light of the approved budget, which involves appropriate record keeping, accounting and auditing procedures.

iv) Management of services for non – certified personnel, which includes travel and transport; services, insurance and legal advice. This study considered the management tasks that headteachers undertakes in managing school finances and reports on the kind of experiences the headteachers had initiated in this areas of interest also were the activities that the head teachers had undertaken to augment school revenue shortfall occasioned by fees defaulters.

Specific Objective two

2.4 Economic challenges in the management of secondary schools.

2.4.1 Challenges of delay of funds to school.

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

The delay in disbursement of free secondary education funds was a challenge in school management as most transactions settlement time would not be met. In a study when interviewed to the new headteachers, they said.
"Delay of free secondary education funds hinders effective running of schools and it puts us in a very awkward position as managers" they all suggested that "clear policies for disbursement be put in place and delay of disbursement be avoided at all cost". In fact the district quality assurance and standard officer said that "the delay of free secondary education funds are to be expected when in schools a situation that messes up the newly appointed headteacher and all head teachers and it is high time the government stopped delay of funds".

2.4.1.2 Challenge of insufficient funding to schools

In the study conducted in more than thirty schools in Mayuge; It was found out that budget cuts have created huge problems for most public schools in recent years in Mayuge: Less funding means smaller staff, fewer resources and a lower number of services for students; While other argue that throwing more money at the education problems won't make them go away and others argued that lack of funding caused many problems in the first place.

The serious funding problems mean that headteachers in many schools in Mayuge have to manage budgets that are insufficient to cover the costs faced

by the school. This has caused set backs in schools and increased workload for teachers and in some cases redundancies.

2.4.1.3 Challenge of fee defaulting in secondary schools in Mayuge.

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

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

2.4.1.4 Challenge of formular funding in schools

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

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

Benedicts (2005) study provides yet another links as to how a headteacher's perceptions towards economic a ssessment can act as a guiding force in his/her practice. Lastly, Duma's (2010) investigation accentuates the possibilities in producing meaningful change when headteachers are furnished with the appropriate tools to enhance their leadership practices.

Specific Objectives three

2.5 Personal Factors.

2.5.1 Academic qualification and school management.

A survey conducted by Jones and Micheal (2001) noted that lack of training has been responsible for great deal of inefficiency and ineffectiveness so commonly observed in the performance of many educational systems. The management of education system demands knowledge, skills and attitudes that would enable educational managers to work effectively.

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

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

2.5.1 Headteacher exposure to training and management

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

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

2.5.3 The need for professional development and central Office support for secondary school managers.

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

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

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

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

2.5.4 Tools applied in the monitoring and assessment of management in secondary schools in Mayuge.

Institutions often use refresher seminars to continually educate and inform managers and stakeholders about the importance of ethical behavior which might a challenge in school management. The seminars may also provide information of high quality teaching and learning.

The national government through it's relevant agencies is responsible for setting goals and aims of education, providing and controlling the national curriculum, and determining the language and medium of instruction. The national curriculum is determined by the National Curriculum Development Center (NCDC) and all districts need to comply with it. Functions of the NCDC are: to carryout curriculum reforms, to initiate new syllabus and revise existing ones; to draft teaching schemes, text books, teachers manual and examining bodies and to design and develop teaching aids and instructional materials among others.

2.5.5 Head teacher's gender and school management.

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

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

Mudulia (2013) noted that in marriage men and women are expected to be husband and wife and possibly father and mother, as working men and women, the headteacher have to know how to balance their duties home as well as at work. Even single male and female headteachers, their roles in society do not change as they are still expected to fulfill their famine and Masculine roles of looking after their home.

In regard to the observation both men and women's roles as fathers and mothers will therefore affect their consistence at their work place because of what this entails for the women. The care which includes the time of pregnancy to weaning age of the child requires a lot of attention from the mother. As such , women will many times report fatigue or simply must work to attend to their children and may in turn drop out of the whole career system, thus affecting the management performance of the school.

The study sought to determine how gender roles affect the headteachers management of secondary schools in Mayuge.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

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

3.1 Research Design

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

3.2 Study population and area

A total of 56 respondents participated in the study. There was to be 7 headteachers of public secondary schools, to private school headteachers in Mayuge who were given questionnaires as well as 39 classroom teachers who were subjected to fill the questions and oral interviews so as to get the details on the challenges in the management of secondary schools in Mayuge district, Uganda.

3.3 Sample Size

The researcher was able to prove the sample size for the research as 49 having calculated from the target population of 276 teaching employees of Mayuge district.

3.4 Sample Method

n conducting my study both probability and non probability sampling methods were applied. My sample of the study was through simple random sampling. The selected sampling units subjectivity in an attempt to obtain a sample that appeared to be a representative of the 7 public secondary schools, 10 private secondary schools. District education officer, district inspector of schools and school teachers in Mayuge.

3.5 Data Collection Method

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

3.6 Reliability and Validity

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

3.7 Ethical Consideration

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

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTEPRETATION OF DATA

4.0 Introduction

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

4.1 Demographic profile of respondent

Table 1 Demographic profile of respondent

Category	Frequency	Percentage
Gender		
Male	30	55
Female	26	45
Total	**56**	**100**
Education Qualification		
Diploma	40	70
Bachelor	16	30
Total	**56**	**100**
Administrative		
Below 5years	29	25
-10years	17	50
5years and above	10	25
Total	**56**	**100**

Table 4.1 Shows the responds who participated in the study, they were 56, Regarding gender, the majority 55% were male only 45% female.

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

4.1.1 Headteachers' management of secondary schools in Mayuge

Table 2 Competence of headteachers' in management of secondary schools.

Competence of headteachers' in management of secondary schools.

Variable	Mean	Interpretation	Rank
Headteacher's management of curriculum and instruction			
✓ Supervising teaching and learning.	3.44		1
✓ Monitoring curriculum outcome.	3.35		2
✓ Checking records of work.	2.93		3
✓ Checking documents of schemes of work.	2.70		4
✓ Checking of lesson plans and note books	1.45		5
Average Mean	**2.77**	**F. Good**	
Headteacher's management of staff / personnel			
✓ Supervising and upraising teacher's performance.	2.77		1
✓ Organizing in-services courses for teachers	2.75		2
✓ Monitoring staff welfare and relationship	2.40		3
✓ Reporting pupils progress to parents	1.99		4
Average Mean	**2.47**	**Q. Good**	

Headteacher's management of relationship with the nearby community			
✓ Explaining school places to the community.	3.72		
✓ Involving the community into school profits	3.53		
✓ Interpreting education program to the community	3.40		
Average Mean	**3.55**	**Good**	
Headteachers' performance in management of finance and school business.			
✓ Determine needs and means of acquiring financial resources.	3.98		1
✓ Preparing school budget	3.78		2
✓ Maintaining appropriate record keeping for accounting and auditing.	3.40		3
✓ Supervising funds for different activities in the school.	3.53	Good	4
Overall Mean	**3.08**	**F.Good**	

Table 4.1:1 shows that overall, secondary schools in Mayuge are not managed well, due to the fact that the management of schools was conceptualized in terms of headteachers management and nearby community relation management, management of curriculum and instruction, staff personnel management, as well as management of finance and school business.

Therefore, this creates a challenge in the management of schools in Mayuge.

Specific Objective one

4.1.2 Headteachers administering of secondary schools

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

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

Supervisor and maintenances of physical and materials resources is done by most head teachers. Those with longer experience have better maintenance plan. They repair and maintain broken desks at the end of every term to avoid accumulating many broken furniture. The headteachers further said that the school budgets provide for acquisition, maintenance and repair so every release of the Universal secondary education grants the class teachers select the broken furniture for repairs and to safeguard the rest, while school headteachers feel the teachers are to perform their teaching job effectively. The headteacher with little experience in school management end up using dictator approach with the staff. This is mainly in the schools where the headteachers do not apply – transparency as said by one of the teachers that

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

Because the money allocated to secondary school by the government is inadequate this has made it very difficult for the school to smoothly throughout

:he year and headteachers with more experience have devised a method of ɔurchasing school items in bank while others have developed food business ·elationship with particular suppliers who provide services to their schools on ɔredit and are given opportunity to pay later such as scholastic materials; ɛxams, report cards books and other requirements. This money is paid one the ɜchool realize the funds.

4.2 Specific objective two

4.2.1 Headteachers economic management of secondary schools.

According to the Headteachers interviewed, and the stakeholders: The views of :he directors of the private schools in Mayuge above support the finding on the ground, when the researcher checked management results of the finances. Public secondary schools headteachers in contrast to the private headteachers. t was found out that regardless of the private school headteachers financial nanagement is better in private schools than public schools.

Economic challenges are closely related to internal disagreement; schools that nave financial hardships will hardly advance and incorporate new changes in nanagement projects. According to Lawler and Christopher (2006) this is ɔecause employees like being enticed to cooperate and this would be through gifts or financial benefits. When this aspect is absent, employees take sides and assume the leader is "eating" a lone thus work against organized program. This ɔroblem is prevalent in many secondary schools in Mayuge given the poverty nature of many of them. As a result additional challenges in management ɔecame visible for example culture and mission. Generally the influence of ɔommunities in school management activities is minimal but where the ɔommunity is aggressive especially among community schools. It becomes very difficult for school headteachers to suggest and implement what parents feel to ɔe bad or failing to meet community expectation.

4.3 Specific Objectives three

4.3.1 Head teachers personal factors, academic qualification and management of secondary schools.

The research findings agreed with Bush (2006) most headteachers said that They thought leadership was something involving tittle or position but they realized that it was something one needed to learn".

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

This according to the headteachers was proved that majority of the private schools in Mayuge were diploma holders whose management ability of secondary schools were not different from the public secondary schools headteachers.

The directors of one of the private schools said.

> "I do not mind of the head teachers' academic qualification to me what matters is the academic good results even if the headteacher is un trained as long as he can teach, run the school well and pass the learners that is the right person to do the job for me."

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

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

\cademic qualifications further enable both the headteachers and teachers to eel confident in job performance. The researcher observed that this enabled he headteachers to become more effective in their school management. The esults agreed with Okoth (2013) who noted that training is aimed at leveloping human and conceptual skills on management hence those who ıspire to be headteachers must have managerial training before appointment. Since school management require diverse abilities and knowledge such as ɔersonnel management, financial management, material and resource nanagement, most headteachers' academic training involved only either one or wo of the above skills making them lack skills in other areas. All the espondents suggested that headteachers have limited knowledge of financial nanagement as stated by one of the headteachers that

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

When the teachers were asked on the workload carried by female headteachers ıs a challenge to their school management one teacher clearly said that.

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

n support of his headteacher, another teacher added that

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

'he study further found that some women after getting married, their roles at ıome increases and gradually their management levels deteriorate. These indings conquer with observations from same countries like India where vomen first ask for permission from their husbands to work while they would n many cases need the support of their husbands to manage some school ›rograms as reported by William (2000).

'able 3 UCE results of schools involved

ndary ols	Headteacher's status		2013				2014			
	GENDER	EXPERIENCE	D_1	D_2	D_3	D_4	D_1	D_2	D_3	D_4
COLLEGE	Female	17	19	40	19	02	16	49	21	00
U S.S	Male	08	12	15	35	17	02	31	29	09
A S.S	Male	08	01	15	36	17	03	18	32	07
I NTIIRO S.S	Female	12	20	23	25	12	04	18	31	10
GA S.S	Female	16	02	24	32	06	03	26	35	01
A S.S	Male	18	06	29	34	04	04	31	22	00

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

4.3.2 Importance of the headteachers

On identifying the importance of the headteachers in the school; one of the headteachers said that

> "A school can not perform well if the headteacher is administratively weak. Teachers and students need to be motivated and well mobilized to work towards achieving good grades which can be possible when the headteacher put the resources into good use."

When asked to choose the headmaster and the headmistress who manages the school finance better, the responses were as presented in the table 4.3.2.

Table 4 Headteacher manage finances better than headmistress

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

From the table 4.3.2 above it shows that majority of the respondents strongly agree that headteachers manage finances better than the headmistresses. It was further brought by another respondent that;

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

4.3.3. Reasons for the preferences of headteachers

Table 5 Reasons for staff and students preference

Reasons	Headmaster	Headmistress
Hard working	7	3
Helpful and sympathetic	6	12
Solve Problems	4	2
Approachable and friendly	2	1
All above	**2**	1
Total	**21**	**19**

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

The headmistress is better than the headmaster because they understand our ɔroblems as girls than the headmasters prefer the headmasters for solving ɔroblem quickly.

'hese findings supported by what Jerry (2005) states that men and women are lifferent psychologically, emotionally; sexually and as such the psychologically ınd psychological differences between men and women give rise to several ıdministrative performance differences. Therefore gender does not have serious nfluence as seen in the performance of the female headed schools' academic ɔerformance being better than those of the male headed schools who have ɔetter staff morale to work with limited resources and general school poor ɔrogram being the main cause for the male headed schools to perform poor in ıcademics such schools are day schools with poor infrastructure.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION, RECOMMENDATION

5.0 Introduction

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

The biographical data of the responds were sought in relation to administrative experience of the headteachers economic and financial management, as well as qualification and the gender of the headteachers in Mayuge. The discussions and conclusions form research findings are presented in the preceding chapters that led the researcher to draw the conclusions and recommendation in this chapter.

Specific Objective one

5.1 Headteacher's administrative experience and their management of secondary schools in Mayuge.

According to studies in the United Kingdom in the report (2008), management standards in schools clearly identified teaching experience as away of acquiring management skills. The discussion leads to implication that school managers particularly school headteachers are exposed to essential activities related to school management in their training making them better school managers. Babuto (2oo7) in purport states that experience is imported for any administrative function.

The respondents agreed that there is little influence of their administrative experience in the performance of their task related to finance and school resources. This is irregular and finance management is not an activity of daily basis for the headteachers hence little experience on finance management has been accumulated.

'he teacher further stated that headteachers with long service experience nentor their staff to teach effectively and provide support supervision to them o make schemes and lesson plans effectively as a major tool to complete the yllabus for every school term and helping learners to achieve better content hrough effective teaching and learning. Ministry of education, science, echnology and sport (2015).

'here is limited relationship between the learners and teachers. This has been lue to the inappropriate means of handling learners and punishing ndisciplined students. Mostly in terms of academic consultations and other ;chool activities and the teachers do apply at times corporate punishment on hem as if they are not human. This contradicts with Athieno (2013) whose ;tudy suggests that headteacher should make schools attractive to enhance earning and every teacher to avail opportunities for students to learn. 'herefore teachers should learn to utilize every experience to better their ɔrofessional action.

Specific Objective two

5.2 Headteachers economic and financial management of secondary school.

Economic challenges are closely related to internal disagreement schools that nave financial hardships will hardly advance and incorporate new changes in nanagement projects. According to Lawler and Christopher (2006). This is ɔecause employees like being enticed to cooperate and this would be through gifts or financial benefits. When this is absent employees take sites and a s,,,, :he leader is "eating" a lone thus work against organized program. This ɔroblem is prevalent in many secondary schools in Mayuge given the poverty nature of many of them. As a result additional challenges in management ɔecame visible. For example culture and mission. Generally the influence of committees in school management activities is minimal but where the community is aggressive especially among community schools. It become very difficult for school headteachers to suggest and implement what parents feel to be bad or failing to meet community expectation.

ɨpecific Objective three

ɨ.3 Headteachers personal factors / academic qualification and gender nfluence in the management of secondary schools in Mayuge.

ıccording to the study, Headteachers manage secondary schools in the same vay the schools do not produce good U.C.E grades as well as UACE grades and najority of them lack minimum requirements and standards. Iravo (2002) on he benefits of training pointed out that, in-service courses for headteachers be han at levels namely: The pre-service, in-service and on job. He noted that in – ɜervice training should be made mandatory, regular, and longer in duration ınd organized in the field.

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

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

Schools headed by female headteachers in Mayuge perform academically better than the male headed schools. This is based on the UNEB (2014) indicating that the secondary U.C.E and UACE results of female headed schools produced better academic schools results than the male headed ones. This is however proved by Abere (2006) whose study provide that headmasters are more preferred by the teachers because of their hard work and being easily approachable; the learners mainly the girls preferred the headmistress for their sympathy helpfulness knowing their problems as girls this leave the

ıeadmasters as heads of co-educational institutions to create affordability for he girls to attend school regularly.

;.4 Conclusion

t can be conducted that some of the headteachers are still acting capacity an ssue that the district educational officer needs to handle in a bid to improve he administrative morale of the headteachers as a motivation to their ıdministrative performance.

Economic challenges are closely related to internal disagreement due to the act that a school that has financial hardship will hardly advance and ncorporate new changes in management projects.

On the personal point of view, the academic qualification of the headteachers lo not have a strong relationship with the way schools are managed in Mayuge listrict, however, note should be taken that private secondary schools with ıeadteachers of low qualifications produce much better academic results than he public secondary schools with better facilities and qualified teachers.

;.5 Recommendations

Efforts should be made to have administrative curses handling various topics n educational administration to all headteachers. There should be equal)pportunities for instance training accorded to both male and female teachers vhich will enhance interaction between them.

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

The ministry of education science technology and sports and the respective listrict service commissions should ensure that appointment of school head eachers on substantive basis and avoid the posting of caretakers/acting head eachers, who are sometimes picked from among the staff to avoid

insubordination and underrating of the authority of the Head teacher in their bid to manage the schools.

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

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APPENDICES

APPENDIX A : DEMOGRAPHIC CHARACTERISTICS F THE RESPONDENTS

PART A

Instruction : Use a tick where applicable

1. What is your gender?

   i) Male [ ] ii) Female [ ]

2. What is your age?

   i) Below 30 years [ ]

   ii) 31-40 years [ ]

   iii) 41-50 years [ ]

   iv) 51 and above [ ]

3. Educational level

   i) Diploma [ ]

   ii) Bachelors [ ]

   iii) Masters [ ]

4. Post held please indicate .....

5. Marital status;

   i) Married [ ]

   ii) Single [ ]

   iii) Widowed [ ]

6. For how long have you been a secondary headteacher?

   i) Below 5 years [ ]

   ii) 5-10 [ ]

   iii) 10-15 [ ]

   iv) 15 and above [ ]

APPENDIX B questionnaire to assess the competence of headteachers in management of secondary school *(to be filled by headteachers and teachers)*

1. Performance of headteachers management in curriculum and instruction

Role performance: response 1 = V.good 2 = Good 3 = Average

4= Below Average

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

2. Headteachers' performance in staff personnel management

Role performance: response 1 = V.good 2 = Good 3 = Satisfactory

4= Average

	1	2	3	4
nduction of new teachers				
)rganizing in service courses for teachers				
upervising teaching performance				
Ionitoring staff welfare and relationship				
laintaining pupils discipline				
upervising students activities				
eporting students progress to parents				

. Headteachers' performance in school nearby community relation management

Response 1 = V.good 2 = Good 3 = Average 4= Below Average

	1	2	3	4
;xplaining school plans to the community				
ıterpreting school plans to the community				
ıvolving the community into school projects				
ıtegrating the community into school projects				
ıtegrating the school interest with those of the ommunity				

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

Response 1=V. Good, 2 = Good, 3 = Average, 4= Below Average

	1	2	3	4
)etermining needs and means of Acquiring financial esources.				
)reparing school budget				
Maintaining appropriate record keeping accounting ınd auditing.				
Supervising funds for different activities in the ;chool.				

.PPENDIX II: GUIDING QUESTIONS FOR THE TEACHERS INTERVIEW IN 'HE FOCUS GROUP

. Is the Head teachers' competence in school management influence by management training?

.....

How? .....

:. Why does the economic factor more affect the management of secondary school?

.....

.....

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

.....

.....

How?

.....

.....

APPENDIX III: WORK PLAN

IARCH	1ST Week	Development of proposal
	2nd Week	Approval
	3rd and 4th Week	Collection of Data
APPRIL	1st and 2nd Week	Presentation, Analysis of data collected
	3rd and 4th Weak	Typing and editing
IAY	1st Week	Submission