THE INFLUENCE OF PARTICIPATORY MANAGEMENT ON SECONDARY SCHOOL EFFECTIVENESS IN ENTEBBE MUNICIPALITY, WAKISO DISTRICT

BY

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DECLARATION

I, Kato Kimata Joshua, declare that this research report entitled, **The influence of Participatory Management on Secondary School Effectiveness in Entebbe Municipality Wakiso District** is my original work and has never been submitted to any other institution for any academic award.

Signature:...........................

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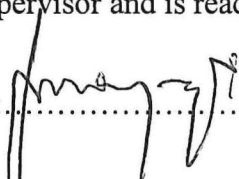
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APPROVAL

This research report entitled **The influence of Participatory Management on Secondary School Effectiveness in Entebbe Municipality Wakiso District** has been under our supervision as the principal supervisor and is ready for submission to the examiners of Kyambogo University

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This research report **The influence of Participatory Management on Secondary School Effectiveness in Entebbe Municipality Wakiso District** has been under my supervision as the second supervisor and is ready for submission to the examiners of Kyambogo University.

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DEDICATION

I dedicate this work to the Almighty God who has given me the knowledge and opportunity to accomplish this research work. In addition, the late Kimata George Wilson and my mother Nagendo Oliver for having brought me on planet earth.

ACKNOWLEDGEMENT

To complete this work, I received immense support form a multiple support from a multitude of people to whom I owe gratitude, though many of them are not mentioned in this piece of work.

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Lastly I am grateful to the Almighty God whose love and mercy led me complete my studies.

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ABSTRACT

The study sought to explore the influence of participative management on secondary school effectiveness in Entebbe municipality in Wakiso district. The primary purpose of the study was to investigate whether participative management has an influence on secondary school effectiveness. Objectives of the study were to examine the influence of teachers on school effectiveness investigate the effect of parents involvement in decision making in secondary school effectiveness, determine the nature of participative management on secondary school effectiveness and to recommend ways management of secondary schools can be made more participatory to ensure effectiveness.

Literature was reviewed basing on the study objectives and variables. The study adopted across sectional survey research design where the study variables were operationalized. Using stratified random sampling technique, a total of 108 subjects were selected from the accessible population of 246. Data was collected using questionnaires and interview guides. Both quantitative and qualitative data was analyzed using tables, samples, counts, proportions, percentages and frequencies as well as categorizing data according to themes and pillarist.

The study found out that, enabling conditions, supporting inputs, teaching learning process influence secondary school effectiveness. Conclusions of the study were that, enabling conditions can enhance secondary school effectiveness; committed leadership determines the nature of secondary school effectiveness as well as adequate material support, parental and community development. And finally, the study also concluded that appropriate learning objectives, subject matter and learning sequence are instrumental in determining secondary

school effectiveness. It was recommended that a similar study be done with a representative sample covering many districts in Uganda to strengthen the external validity. It was recommended that planning of educational improvement increases the likelihood that school administration, teachers as well as parents need to support the implementation and contribution of the change, improvement or innovation.

CHAPTER ONE:

1.0   Introduction

The focus of the study was to investigate the influence of participatory management on secondary school effectiveness in Entebbe Municipality. This chapter presents the background, historical, theoretical and conceptual perspectives, the statement of the problem, purpose, objectives, scope, significance of the study and the Conceptual frame work.

1.1. Background to the study

In the early days, participative management was not common in schools. However, in 1970 and 1980, some changes in school management practices have occurred. This needed the participation of stake holders in the decision making on issues concerning education

(Murphy, 2009).

Recent studies carried out on school based management and effectiveness improvement in schools have tended to suggest increase involvement of parents, teachers and the community and their contribution and support in implementation of school effectiveness and innovation (Akintayo, 2003 and Adedeji, 2003). All this, as Richard (2009) puts it, can enhance school effectiveness as students are enabled to progress in a wide range of intellectual, social and emotional outcomes.

1.1.1 Historical perspective

Participatory management is the practice of empowering employees to participate in organizational decision making (Tonny, 2006). This practice grew out of the human relations

movement in the 1920's, and according to Collins (1997) doing his research in management and organizational studies argues that the success of management depends on the ability of managers to understand and work with people of various background, needs, perceptions and aspirations Tonny (2006) goes on further to note that participative management is a process of involving those who are influenced by decisions in making decisions where everyone makes certain that everyone gets their needs met.

Participatory management addresses the relationship between organization and its workers and stakeholders (Martz 2008). It addresses the fundamental issues of governance within organization and the role of employees and external stake holders in all levels of organizational decision making. Extensive research conducted as early as the 1950's and 1960's by Likert (1965) and Steele (1969), demonstrate that participative management is particularly suited to science based organizations whose staff are noted for their creativity, intrinsic motivation for work that interests them, stronger affiliation with their discipline than their organization, and sensitivity to directive management.

Participatory management is a type of management in which employees at all levels are encouraged to contribute ideas towards identifying and setting organizational goals, problem solving, and other decisions that may directly affect them. It is also called consultative management according to Bolle de Bar (1992). However, secondary schools in Entebbe Municipality existed apart from the community and there was less community involvement in the education matters, teachers were poorly motivated and less involved in decision making for the schools, instructional materials were inadequate and students were not able to apply their learning to the needs of the community. Research by Mohrman (1985) on school improvement favors participatory link with the community in contrast to bureaucratic monopoly. Besides

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given the centrality of management in secondary schools in Entebbe Municipality, the researcher was prompted to investigate the influence of participative management on secondary school effectiveness. In particular, the key word today in management is participative management.

1.1.2 Conceptual perspective

School effectiveness involves the promotion of the progress of its students in a broad range of intellectual, social, emotional out comes where students progress further than might be expected from knowledge of their background, Richard (2009). For the purpose of the study, these included: committed leadership from the head, a pervasive and broadly understood focus on teaching and learning, a safe and orderly school learning environment conducive for learning, high expectations for achievement from all students, parental involvement in education institution, pupils' involvement (both in the class room and within the school, societies, sports teams, leadership positions), consistency across lessons in the same subjects, across different subjects in the same years and across different years in the pupil's learning experience they offer.

Participatory management is a type of management in which employees of all levels are encouraged to contribute ideas towards identifying and setting organizations goals, problem solving and other decisions (oloyede, 2003). Open form of management where employees are actively involved in organizations decision making process. In the context of the investigation carried out this included capable teaching staff, capable learners, involvement of parents and non teaching staff n the management of schools.

1.1.1 Theoretical Perspective

In the study, the researcher adopted team building theory to guide the investigation. The theory advocates for consensus management, which involve more people in decision making at all levels of the organization (Stoke, 1978). This is in relation to the participatory management of secondary schools which considers the assignment of means to goal activities. It further advocates for the flattering of the management pyramid and reducing the level of hierarchy (Sieg, 1994). The theory greatly relies on team work, a best practice for effectiveness in achieving organizational goals (Patchen, 1976) as Robert (1956) pouts it, participatory management is essential for any organization. Theory is supported by Talkott (1956), who emphasized that participatory management is paramount factor in promoting organizational effectiveness.

1.1.2 Contextual Perspective

Participatory management has been in difference to many secondary schools in Uganda in general and Entebbe Municipality of Wakiso District in particular Uganda (1995). In Entebbe Municipality secondary schools this has been reflected in capable teaching staff, student adequate time at school, parents, teachers, learners and country involvement Hudson (2005).

In the context of the study, this has had a significant impact on school effectiveness especially on committed leadership from the head, orderly learning environment and high expectations for achievement from all learners (Akintayo, 2003). In addition participatory management has greatly influenced accountability, assessment and performance to Entebbe municipality secondary schools. The study area was Entebbe municipality found in Wakiso district of Central

Uganda. The context under which the study was conducted is predominantly urban and semi urban.

1.2 Statement of the problem

Participatory management is crucial for the effectiveness of secondary schools Oleyede (2003). This means involvement of various participants of secondary schools such as teachers, community, parents, founding bodies and students leaders and effectiveness in some secondary schools in Entebbe municipality seemed to be low due to inadequate participatory management and this could affect the quality of education in terms of low performance for learners, increased teachers turn over among others. Ssegawa (1995) further presumes that, unconducive school learning environment, uncommitted leadership from the head, low expectation for achievement from students and non-parental involvement in homework, helping in lesson. This raised the question as to whether there was a link between participatory management and the effectiveness of secondary schools. The study therefore, sought to investigate the influence of participatory management on secondary school effectiveness in Entebbe Municipality.

1.3. Purpose of the study

The purpose of the study was to investigate the influence of participatory management on secondary school effectiveness in Entebbe Municipality, with the am of identifying ways of making management of secondary schools more participatory.

and economic climate, though they influence school effectiveness were outside the scope of this study.

1.6.3 Time scope

The study covered a period of nine months. This was because of limited time and financial resources to have it accomplished.

1.7. Significance of the study

The study is likely to have the following significance:

Teacher training institutions may be provoked to emphasize training in participatory management needed in secondary schools.

Head teachers may be persuaded to work to improve their management as a strategy to improve effectiveness of their schools.

Education authorities and education founding bodies may be persuaded to organize in service educational management courses for serving head teachers as a strategy to improve educational quality in their schools.

Ministry of education and sports may be availed with tools for diagnosing the weakness in the management of the country's secondary school education system, and strategies for improvement.

Parents, government and the community may be availed tools to make management of secondary school more accountable and transparent.

1.8 Conceptual Framework

An education institution is an organization unit and like all organizations management style influences other sub units as seen in the diagram below

Independent variable   Dependent variable

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┌──────────────────────────────┐              ┌──────────────────────────────┐
│ Participatory Management     │              │    School Effectiveness      │
│                              │              │                              │
│  • Capable teaching staff.   │──────────┐   │  • Committed leadership from │
│  • Parents and community     │          │   │    the head.                 │
│    involvement.              │          └──▶│  • A safe and orderly school │
│  • Learner's involvement     │              │    learning environment      │
│                              │              │    conducive to teaching     │
│                              │              │  • High expectations for     │
│                              │              │    achievement from all      │
│                              │              │    students                  │
│                              │              │  • Accountability            │
│                              │              │  • Assessment and performance│
└──────────────────────────────┘              └──────────────────────────────┘
                         ┌──────────────────────────────┐
                         │      Extraneous Variable     │
                         │   -  Political influence      │
                         │   -  Economic factor          │
                         └──────────────────────────────┘
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Figure 1: Conceptual framework

Source: Adopted from Heneveld (1994)

On the relationship among variables, existence of capable teaching staff, student's adequate time at school, parent and community involvement, influence the high expectations for learner's achievements, safe and orderly school learning environment, committed leadership from the head, parental involvement in the home work, helping lessons, pupil's involvement in representative positions. And all these greatly affect the quality of teaching and learning process. However, political influence and economic factor are the intervening variables that could also influence school effectiveness.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

The researcher reviewed relevant literature according to the study objectives and variables highlighting, the existing research gaps and contributions in the following areas: Factors that constitute effective participatory management in secondary schools, the nature of secondary school effectiveness as influenced by; enabling conditions, supporting inputs and teaching/learning process, ways management of secondary school can be made more participatory; But first, the theoretical review was given plus the conceptual frame work developed to guide the study.

2.1 Theoretical Review

In the study, the researcher adopted Systems and the Goal setting theories of management Meadows (1957) and Salmi (2003). The System theoretical model advocates that it is a social unit which is capable of achieving a goal Berger et al (1954). This is in relation to participatory management of secondary schools considers assignment of means to goal activities as functional. Salmi (1992). On the other hand the theoretical goal model insists that the assessment of effectiveness is derived from organizational goals Glencoe (1949) and Pachaushilli (2005). Some organizations are found gradually to increase their effectiveness by improving their structure and their relation with the environment.

Amitai (1959) and Usher (2005) urge that both models are instrumental in enhancing organizational effectiveness. As Robert (1956) puts it, participatory management is essential for any organization. The above theories are therefore supported by Takot (1956), Cameroon (1983) Pennings and Goodman (1977), Portar (1980) Martz (2008) and Hudson (2005) who emphasize that participatory management is a paramount factor in promoting organizational effectiveness.

2.3 Participatory management in schools

Participatory management is a process involving non administrative participants in the management process of an education system, Coleman (1982). Participatory management on the purpose of the current investigation will include:

2.3.1 Capable teaching staff

2.3.2 Parents and community

2.3.3 Learners involvement

Another study by Collins (1997), investigated school based management as a tool to improve schools. The study suggested that involvement in the planning of educational improvement effect increases the likely hood that school administrators, teachers as well as parents will support the implementation and contribution of the change, improvement or innovation.

Akintayo (2003) researched in the future challenges of education management. He found out that successful educational managers will, among other things share power by empowering others and work towards the cooperative good. However, the above study findings seem to not reflect a true situation in Entebbe Municipality where the success of Educational manager is quite skeptical.

2.3.1 Capable teaching staff

Marzano (2003) listed aspects of capable teaching staff to include; effective leadership, flexibility and autonomy, and adequate time at school. Even on the role of the teacher, Rowntree (1988:99) noted that it is the teacher who arranges the learning environment that would give the learning experience the learner needs. This experience include, the subject matter content, type of learning, learning style, teaching style, teaching strategy, learning sequence, stimulus modes and presentation media. Despite all this, the above study findings cannot be generalized to the situation in Entebbe Municipality, where the leaning environment is unclear.

According to Davis (1976), the subject matter counter type of leaning, learning style, teaching style and strategy, and the learning sequences tend to influence the enabling conditions in the learning process. But though this could differ from the study carried out by Huckster (1995), Freeman (1984) emphasizes that the above experiences are vital to stimulate an enabling condition to ensure effective participative management in school. Even studies conducted by Greene (2001), Sagie (1994) and Patchen (1976) seem to suggest that these experiences influence the learning environment. This is also true for the case of Entebbe Municipality where the study will be conducted.

2.3.2. Role of parents and community

Balman (1997) identifies that support from parents and the community as input n the education system to include; communication of expectations, provisional of services such as continuing advice and training, and monitoring and evaluation.

On parents and community support, Brundret (1998) found out that education and educational programs are more likely to succeed where there is a strong community involvement or user

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input into the improvement process. Ideally, the study findings above also seem to reflect the situation in Entebbe Municipality.

Relatedly, as Collins (1997) puts it, the above will support the educational process because they seem to be complementary to enhance the entire education system, and most especially secondary schooling. Even Monrman and Ledford (1985) conclude that most of the supporting input is vital in the education system, a situation which may not differ from secondary schools in Entebbe Municipality in Wakiso District.

2.3.3 Learners involvement

Margretts (2005) identifies the elements of learner's involvement as follows:

Appropriate learning objectives, appropriate subject matter, appropriate learning sequence, teaching strategy, variety of communication media, and appropriate evaluation process.

On learning materials which influence the teaching/learning process, Lithertwood (1996) listed the following: clearly formulated learning objectives, self assessment devices, student objectives, provision for feedback from the learner. But the above researchers do not clearly point out how the components of the teaching/learning process could influence participatory management.

The above study findings seemed to predict a similar situation in Uganda and more particularly in Entebbe Municipality secondary schools in Wakiso District. This is because as Fantasia (1990) suggests, appropriate subject matter, learning objectives and sequence and evaluation techniques are quite instrumental in the teaching/learning process. Nevertheless, conclusions from the same findings could not be entirely generalized to Entebbe Municipality of Wakiso

District, since the methodology used to arrive at them was different from the context of the current study.

2.4 The Nature of secondary schools effectiveness

For the purpose of this study, school effectiveness included committed leadership and a pervasive and broadly understood focus on teaching and learning (Amitai 1959) Martz (2008) asserts that a safe and orderly school learning environment is conducive to teaching to achieve high expectations of all learners. According to Penning and Goodman (1977) parental and pupil involvement and consistence across lessons too are factors in promoting school effectiveness. However, the above studies did not clearly point out how school effectiveness is determined in a secondary school setting in a developing country like Uganda and more especially in Entebbe Municipality in Wakiso District where the study was conducted.

2.5. Ways of making management of secondary schools more participatory

Available evidence indicated that a number of ways can be adopted to make management of secondary schools more participatory (Lawler 1988 and. Even Eaton et al 1997) recommends.

Heckscher (1995) recommends Parallel suggestion involvement in which employee involvement through mechanisms such as formal suggestion programs, often supplemented with a supportive reward system such as gain sharing. Heckscher (1995) further observes that team building works effectively across group boundaries. He notes that the goal is to increase basic flexibility of the system and to increase interdependence and interaction. Much as this is true, it had little applicability to secondary schools in Entebbe Municipality, Wakiso District.

Fantasia et al (1988), suggests high involvement approach which contributes to ways of making secondary schools more participatory where people at the lowest level will have a sense of involvement, not just in how they do their jobs or how effectively their groups performs, but the performance of the total organization. This was true with the case of secondary schools in Entebbe Municipality in Wakiso District where the study was conducted.

Yet Case (1998) discusses the concept of open book management which contributes to ways of making secondary schools more participatory. This involves an organization where all employees see themselves as partners in schools. This principle is built on transparency, joint accountability and shared stakes in the schools. On the other hand Pendleton et al (1996) examine employee share ownership plans, Backrach and Botwinick (1992), note that the relationship between employee ownership and work participation is fundamental. They concluded that there is intersection between control rights held by employees and their return rights which range from none to majority ownership positions, which was, however, contrary to situation in Entebbe Municipality in Wakiso District.

Studies carried out by Cotton et al (1998), Pendleton et al (1996), Bolle de Bar (1992), Bonpain (1993), Coleman and Belohlav (1995), Lawler (1988), Eaton et al (1997), also emphasize the relationship between employee ownership and work participation as fundamental in making management of secondary schools more participatory. Available literature on participative management indicates organization and managerial behavior, leadership style and the role of personality Davis (1976), Massarik (1983), Vroom (1960) and (1961), Ledford (1993) and Canter (1982), this contrary to the research findings by Glencoe (1992) that stresses dimension of autonomy and appropriateness of autonomous work group for different context. Yet Heller (1992) insists on work competence and the ability of the employees to participate effectively.

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This is supported by (Plas and Lewis 2001, Kotter 1995, Plas 1996, Schrage 1995, Larson and Lafasto 1989, Lawler 1996) especially on the issue of collaboration, team work and individualism. The above conclusions could be similar with what was taking place in Entebbe Municipality, Wakiso District.

Ackoff (1999), observes that external stake holder involvement can make management of secondary schools more participatory, this involves use of collaborative methods to build inter leakages among different secondary school stakeholders. Collins (1996) investigated the relationship between an organization provision of employee participation mechanisms and the improved school performance. He looked at documented changes in stakeholder policies and performance of four schools. He concluded that gain sharing and collaborative problem sharing mechanisms did provide benefits to the stakeholders. Freeman (1984) proposes strategic management especially in schools where stakeholder involvement is found to be effective. This argument is supported by John (1998) reflecting an appreciation that expectation of a school's stakeholders are important and have the ability to affect the school strategies and success. This reflected a similar trend in secondary schools in Entebbe Municipality in Wakiso District.

2.6 Summary of literature review

The literature reviewed is relevant and quite informative with respect to the current study objectives. However some of the studies did not necessary focus on secondary school effectiveness. Further, the review exposed a few studies that explore participatory management. More importantly, a few studies reviewed attempt to explore the direct connection between participatory management and secondary school effectiveness. The research gaps highlighted rendered the study original and ground breaking.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter on methodology contained sections on research design, area of study, population of study, sampling process and selection, sample size, sampling techniques, and methods of data collection, quality of data, data analysis, research ethical considerations, and methodological limitations of the study. Quantitative and qualitative methods were used in examining the influence of participatory management on Secondary School effectiveness in Entebbe Municipality, Wakiso District.

3.1   Research Design

This study adopted a cross-sectional survey design. Cross sectional design enabled the researcher to collect data on different educational stakeholders only once during the data collection period. Following the recommendations of Amin (2005), the researcher opted for the above design. Both Quantitative and Qualitative approaches were adopted in the study: This is because the Quantitative approach allowed the researcher to solicit information that can be qualified (Mugenda and Mugenda 1999). Combining numerical and descriptive information helped the researcher enrich the integration of findings of the study. Quantitative approach involved presenting the collected data and analyzing it objectively in form of tables, proportions, percentages, while qualitative approach involved categorizing data into categories and themes into which they belong.

3.2   Area of study

The area of study was Entebbe Municipality because it had a number of secondary schools where questionnaires were easier be distributed by the researcher to over 20 secondary schools, given the limited time and financial resources available. In addition the area was in proximity with the researcher since he resides in Entebbe town, and this made it easy for him to distribute the data collection instruments.

3.3   Population of study

The population of the study included Secondary School shareholders in Entebbe Municipality Wakiso District in Uganda. The target population totaling to 191 comprised students, teachers, foundation bodies, parents, and community and government officials. The population is as shown in Table 3.1

Table3.1: the categories of stakeholders of Secondary Schools Entebbe Municipality, Wakiso District

Category of stakeholders	Number of stakeholders
Students	72
Teachers	30
Founding bodies	20
Parents	45
Community	16
Government official (DEO, Inspector of schools, staff from Ministry of Education and Sports)	08
Total	**191**

(Ministry of Education and Sports, Entebbe Municipality, 2009)

3.4 Sampling process and selection

Since the number of secondary schools stakeholders was high for the study where the respondents were scattered in different Divisions (Division A and B) of Entebbe Municipality. It was time consuming and difficulty to find all of them, as it involved high cost of data collection and analysis. Hence sampling was the way of minimizing this problem. Sampling is the process of selecting a representative number out of the population of interested (Kakinda, 2000). It is a

procedure of using a small number of items or part of the whole population to make conclusions regarding the population. Apart from the pragmatic reason of reduced cost and time setting, sampling enables a researcher to estimate some unknown characteristics of the population and make generalization (Zikmund, 2003). Henry (1990) argues that sampling makes it possible to get a higher overall accuracy than a census. The smaller number of cases for which the data needs to be collected means that less time can be spent designing and piloting the questionnaire.

3.5   Sample size

Out of the target population of 191 comprised of students, teachers, foundation bodies, parents, and government officials making a total of 108 was sampled for the study. This number was rather small for a limited study like this one. For that reason a minimum sample size was to be determined using the following statistical parameters. The "estimate "needs to be 95% accurate which corresponds to a Z – score of 1.96 (Saunders, et al, (2004). The minimum margin of error (e)   is 5%. It was presumed   that 80% of selected respondents answered all the items on the questionnaire correctly and return them. It therefore, means that 20% might not be able to complete all the questions accurately and fully.

Using the method popularized by de Vaus (2002), the required minimum sample of the participants that received the questionnaires was determined as follows

The formula: $p\% \times q\% \times \left(\dfrac{z}{e}\right)^2$

$n = 80 \times 20 \times \left(\dfrac{1.96}{5}\right)^2$

$n = 1600 \times (0.392)^2$

n =1600 x 0.154

n = 246.4

n = 246

This figure was adjusted using the total number of (191) of the participants. This was done in order to obtain the minimum sample. The adjustment followed the following formula developed by de Vaus (2002) as follows:

$$n' = \frac{n}{1 + \left(\dfrac{n}{N}\right)}$$

$n' =$ the adjusted minimum sample size.

$n =$ the minimum sample size (as calculated above).

$N =$ the total population.

$$n' = \frac{246}{1 + \left(\dfrac{246}{191}\right)}$$

$$n' = \frac{246}{1 + 1.2879581}$$

$$n' = 108$$

A sample size of 108 participants was selected in Entebbe Municipality because it was big enough for this study to be carried out.

3.1 Sampling techniques

Stratified random sampling technique was used to select the respondents from Entebbe Municipality secondary schools, who responded to the questionnaire. The stratified random was preferred because there were several categories of respondents in the strata in secondary schools of Entebbe Municipality. In this case, the de Vaus (2002) stratified random technique used to determine the number of respondents from each stratum. Formula

$$r = \frac{c \times s}{P}$$

Where   r = respondents desired from a stratum

c = category (stratum) population

s = desired sample

p = population of all the educational stakeholders.

The number of respondents from each category was determined as follows:

Students $r = \frac{72 \times 108}{191}$ r = 41 (respondents).

Teachers $r = \frac{30 \times 108}{191}$ r = 17 (respondents).

Foundation body $r = \dfrac{20 \times 108}{191}$ $r = 11$ (respondents.

Parents $r = \dfrac{45 \times 108}{191}$ $r = 25$ (respondents).

Community $r = \dfrac{16 \times 108}{191}$ $r = 9$ (respondents).

Government officials $r = \dfrac{08 \times 108}{191}$ $r = 5$ (respondents).

Table 2: Stratified random sampling

Category	Target population	Number of respondents per category
Students	72	41
Teachers	30	17
Founding bodies	20	11
Parents	45	25
Community	16	9
Government officials (DEO, Inspector of schools, staff from ministry of Education and sports)	08	5
Total	**191**	**108**

(Ministry of Education and Sports, Entebbe Municipality, 2009)

3.5.0 Methods of Data collection

3.5.1 Questionnaires

The researcher constructed questionnaires and distributed them to the study correspondents. The researcher's choice of questionnaires was based on the fact that they give standard questions, uniform answers, easy to distribute can be filled with ease, they are time saving, eliminate interview bias, and create greater anonymity (Mugenda and Mugenda, 2003).

The questionnaires were administered to the selected participants of study and they comprised a total of 191, this was because the population was large enough to obtain the required data.

3.5.2   Interview Guides.

In the study, an interview guide was constructed and administered to teachers and school administrators where this category was expected to give views in relation to the variables of the study. (See appendix II) In addition, interviews were opted for the researcher because, they had a high response rate, first hand data was obtained from persons of interest, more than one view of the matter was got, quick information was collected, flexibility was highest, clarifications were made on spot, identity of the respondent was known and there was proper comprehension of questions by the interviewee and answers by the interviewer. (Marshal and Bosman 1989, Kakooza 2002). The information that was gathered through interview guide was corroborated by what was a collected using questionnaire to ensure reliability.

3.6.0 Data Quality Control
3.6.1   Validity.

Validity refers to the degree to which a test measures what it is supposed to measure and consequently permit appropriate interpretation of scores, (Nitko, 1996).A test is valid or not valid for a particular purpose and for a particular group i.e. valid for what and for whom. Validity of research instruments was done through a pre-test to sharpen the constructs in the instruments. In addition, the researcher sought expert knowledge from experienced researchers in the field under investigation, after pre-testing the research instruments necessary clarifications and modifications were done. Then refined instruments were administered to the study participants.

The content validity index (CVI) was also computed. This was 0.75. This was aimed at using the formula =Number of relevant items   X 100

$$\overline{\text{Total number of items}}$$

The relevant items were 12 out of 16 i.e.

$\frac{12}{16}$ = 0.75

3.6.2   Reliability

This refers to the degree to which a test consistently measure whatever it is supposed to measure(Nitko 1996) An   instrument is said to reliable if it gives the same results every time it is administered to the same group of individuals. In this study, reliability of the instruments was determined using test-retest method as Greene (2001) advises; pre-testing instruments provides useful feedback regarding the clarity of the questions and overall presentation of the instruments. This was done in the non study areas of Mukono District on 150 respondents mainly students, teachers and parents and the degree of reliability was 95%.

3.7.0 Data collection procedure

Before pilot testing the research instruments, the researcher obtained an introductory letter from the University, permitting to go and collect data. The researcher then piloted test and the research instrument in the non study area of Mukono. The purpose of this pilot test was to enable the sharpening of the research instruments. All the necessary clarification and modification was made. Finally the refined questionnaire was then distributed to the selected respondent of the study in Entebbe Municipality, the filled in questionnaires was collected two weeks after the time of distribution. At the same time, the researcher conducted interviews with some of the selected study respondents. (See appendix I)

3.8.0   Data analysis

Data was analyzed both qualitatively and quantitatively. Qualitative data analysis involved making sense out of an enormous amount of narrative data. i.e. looking for categories, patterns and common themes which facilitated a coherent synthesis of the data. Quantitative data analysis was done basing on the questionnaire items involving descriptive statistics, principally frequencies, proportions and percentages.

3.9.0 Ethical consideration

The study pivoted on fairness, honesty, openness of intent, disclosure of methods, confidentiality, guarantees, voluntary and informed consent. The need to obtain valid and reliable data obliged the researcher to seek and access information from the respondents.

3.10 Methodological limitations of the study.

The study slit to being prone to research bias, questionable external validity and considerable logistical and operational problems, especially where participants in the study was purposively be selected. In addition, the study specifically focused on secondary school in Entebbe municipality hence it was not easy to generalize findings to secondary schools in other parts of the country. Nevertheless, the researcher carefully followed the study research methodology as recommended by the supervisors and experienced researchers in the similar field. The researchers experience enabled him to overcome some logistical problems that were to be encountered during the course of the study. Thorough explanation of the purpose of the research also helped the researcher to obtain the required data for the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The study was conducted to find out whether participatory management influences secondary school effectiveness in Entebbe Municipality, Wakiso District. This chapter presents, analyzes and interprets data collected from chapter three. The data obtained was presented in form of proportions, frequencies and percentages.

First the respondent's bio-data is given, then the results were analyzed, objective by objective in order to answer the research questions.

4.1 Respondent's Bio –data

The bio-data regarding the respondents' indicates, their age, gender, level of education and religion. First respondent's age was presented and analyzed. Table 4.1 below has the summary of the results.

Age group	Frequency	Percentage
12-20 years	19	17.6
21-30 years	34	31.5
31-40 years	39	36.1
40 years and above	16	14.8
Total	108	100.0

Table 4.1: Age of the Respondents

Source: Field Data

Statistical data revealed in 4.1 above, indicates that 17.6% of the respondents were aged between 12-20 years, 31.5% were aged between 21-30 years while 36.1% were in the age bracket of 31-40 years and 14.8% were aged above 40 years of age.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percentage
Male	56	51.9
Female	52	48.1
Total	108	100.0

Source: Field Data

From the table 4.2 above, majority of the respondents were male (56) as shown by 51.9% while female were 52 consisting of 48.1%.

Table 4.3: Education level of the Respondent

Education level	Frequency	Percentage
Certificate	23	21.3
Diploma	32	29.6
Degree	34	31.5
Others	19	17.6
Total	108	100.0

Source: Field Data

Results in table 4.3 above clearly show that, of all the respondents, 21.3% had certificates, 29.6% diplomas and 31.5% were degree holders. This confirms the fact that owing to their level of education, the respondents were quite capable of easily answering the questionnaires.

The influence of teachers on school effectiveness was examined. Teachers in school are instrumental in ensuring school effective as they enhance participatory management especially by providing enabling condition. Figure 4.1 has a summary of the findings.
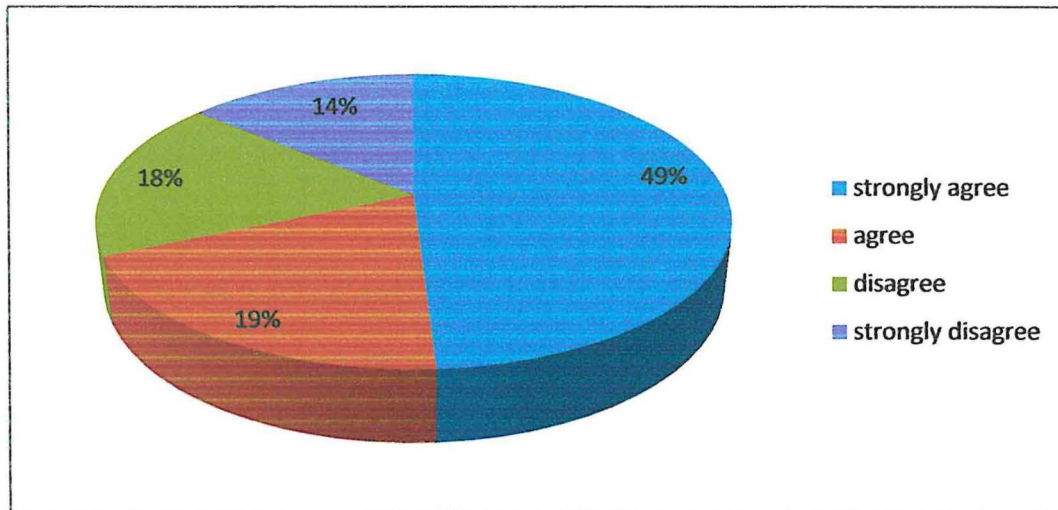

Figure 4.1: Teachers influence on school effectiveness

Source: Field Data

From the figure above, most of the respondents strongly agree that enabling conditions can enhance participative management to ensure secondary school effectiveness (49%).followed by those who agreed (19%), those who disagreed (18%) and those who strongly disagree d(14%).

Some of the respondents were interviewed and responded

> *"In a school you need to involve different parties like teachers, parents,*
> *cleaners to ensure that the school runs smoothly".*

Yet another staff in different school commented that;

"There is no option but to involve others in the running of the school, failure to do that means others activities of the school will not be performed".

Data from the table above and the various points of view from the majority of the respondents seem to suggest that enabling conditions are paramount to enhance effective participatory management in schools.

Table 4.4: How often students' adequate time is used at school

Response	Frequency	Percentage
Very often	15	13.9
Often	62	57.4
Rarely	23	21.3
Never	8	7.4
Total	108	100.0

Source: Field Data

From table 4.4 above, the majority of the people in Entebbe Municipality, Wakiso District often agree that students adequate time is used at school as indicated by (57.4%) from the table. Followed by those who rarely agreed (21.3%), those who strongly agreed (12.5%), and those who said adequate time was never used at school. This means that most students spend their time at school

Table 4.5: Effect of parents on school effectiveness

The study also found out that parents are a key factor in promoting school effectiveness. They do play a significantly complementary role especially by providing the necessary supporting inputs. To ascertain the influence of supporting inputs by parents, the respondents gave their opinion on it. Table 4.5 below has a summary of the results.

Response	Frequency	Percentage
Strongly agree	10	9.2
Agree	34	31.5
Disagree	46	42.6
Strongly disagree	18	16.7
Total	108	100.0

Source: Field Data

The majority of the people in Entebbe Municipality, Wakiso District disagreed that supporting input on participatory management influences secondary school effectiveness as indicated by (42.6%) from the table above. Followed by those who agreed (31.5%), those who strongly disagreed (16.7%) and those who strongly agreed (9.2%). This is in agreement with data obtained from interview. One head teacher commented;

> *"Monitoring and evaluation of education programs in school is very important for it to*
>
> *have sense of direction, it is good to always evaluate every aspect of the school*
>
> *program..................''*

Table 4.6: influence of parental and community involvement on secondary school effectiveness

Response	Frequency	Percentage
Strongly agree	29	26.8
Agree	45	41.7
Disagree	31	28.7
Strongly disagree	3	2.8
Total	108	100.0

Source: Field Data

From the table above, it shows that most of the respondents from Entebbe Municipality agree that parental and community involvement influences secondary school effectiveness and this is indicated by (41.7%) as shown above followed by those who disagreed (28.7%), those who strongly agreed (26.8%) and those who strongly agreed to the idea (2.8%). One of the respondents commented that;

> *"There is no school that exist with out community support, it is from the community that the school get almost every thing to support its day to day running"*

4.4 Learners' involvement in decision making

The study also sought to establish the extent to which learners are invovled in decision making process to ensure school effectiveness. One fo the primary objectives of the school is to promote the teaching/learning process, which can not occur without students.
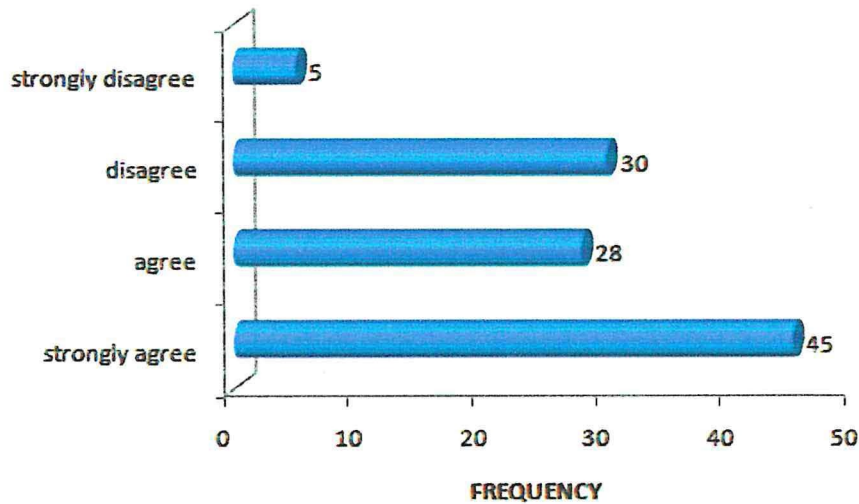

Figure 4.3 below has a summary on this.

Source: Field Data

The majority of the people in Entebbe Municipality, Wakiso District strongly agreed that learners involvement influence secondary school effectiveness as indicated by (45) from the figure above. Followed by those who disagreed (30), those who agreed (28) and those who strongly disagreed (5).One teacher commented;

> *"Teaching learning process cannot take place effectively when there is no supervision, monitoring and evaluation and when this is done, contributes to school effectiveness."*

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Another added that;

"Creating school effectiveness requires involvement of learners, teachers, administrators and support staff."

Table 4.7: The extent appropriate subject matter influences secondary school effectiveness

Response	Frequency	Percentage
Strongly agree	56	51.9
Agree	26	24.1
Disagree	17	15.7
Strongly disagree	9	8.3
Total	108	100.0

Source: Field Data

From the table 4.7, (51.9%) of the respondents strongly agree that appropriate subject matter influences secondary school effectiveness, followed by (24.1%) of those who agreed, (15.7%) of those who disagreed and (8.3%) of those who strongly disagreed. One respondent commented that ;

"............... what is taught and how it is taught matters a lot to ensure school effectiveness" this was in support from data obtained from table 4.7 above.
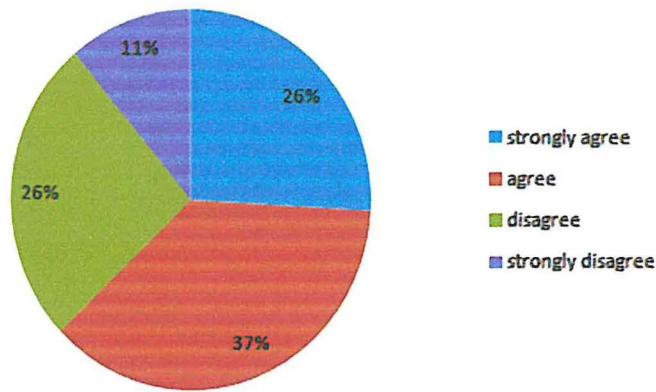
Figure 4.4: Appropriate learning sequence in secondary school influence its effectiveness

Source: Field Data

From the figure above, it shows that most of the respondents from Entebbe Municipality, Wakiso District agree that appropriate learning sequence in secondary school influence it's effectiveness as indicated by (37%) as shown above to measure the secondary school effectiveness. Those who Strongly agreed (26%), those who disagreed (26%) and by those who strongly disagreed to the Idea (11%).

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter four presented the study findings. This chapter describes the discussions based on the theoretical foundations of the study presented in chapter two and the empirical evidence of the results presented in chapter four. Based on the study findings in chapter four, conclusions and recommendations were made and with specific reference to the study objectives, variables, research questions.

5.1 Discussion of the findings

Objective one of the study sought to examine the influence of enabling conditions in secondary schools effectiveness in Entebbe Municipality. Achieving this objective was in line in answering research question one of the study.

The major findings in chapter four evidently revealed that enabling conditions can enhance effective participatory management in secondary schools as revealed by that statistical data presented in table 4.1, 49% of the respondents strongly agreed, 19% of the respondents agreed, followed by those who disagreed 18% and 14% of the respondents strongly disagreed. This is in agreement with Coleman (1982) and Collin (1999) who investigated school based management as a tool to improve on schools. The study concluded that involvement in planning of educational improvement increases the likelihood that school administrators and teachers as well as parents will support the implementation and contributions of the change improvement or innovation.

On the contrary, study findings in chapter four seem not to concur with studies carried out by Akintayo (2003) who concluded that there are future challenges of educational management and that successful educational managers will among other things share power by empowering others towards the cooperative good.

In addition Martzano (2003) found out that enabling conditions include effective leadership, a capable teaching staff, flexibility and autonomy and adequate time at school. Similarly Rowtree (1988) noted that, the teacher is the one who arranges the learning environment and gives experience to the learner's needs.

Accordingly Davis (1976) also agrees with the present study findings. He noted that, the subject matter of learning, learning style, teaching style and strategy as well as the learning sequences tend to influence enabling conditions in the learning process. Never the less, his conclusions seem to differ from the study carried out by Hecksher (1995) and Freeman (1984) who emphasized that the above experiences are vital to stimulate enabling environment to ensure effective participatory management in schools. Even studies conducted by Greene (2001), Siege (1994) and Patchen (1976) seem to suggest that these experience influence learning environment, which was also true for the case of Entebbe municipality where the study was conducted.

In addition, the study findings revealed that teaching/learning process influence school effectiveness as depicted in figure 4.4; where 37%, 26% and 11% of all the respondents agreed, disagreed and strongly disagreed with this. This concurs with the study carried out by Balman (1997) who identified supporting inputs to educational process as an adequate support from the education system, parents and the community. This is also in agreement with research conducted by Heneveld (1994) who emphasized communicative expectation, provision of services such as

continuing advice and training, monitoring and evaluation. In line with above findings Boundret (1998) also found out that education and educational programs are likely to succeed where there is strong community involvement. Even Collins (1997) asserts that supporting the education process is important because it seems complimentary to enhance the entire education system. The findings further more concur with those of Mornima and Ledford (1985) who concluded that supporting inputs are vital in education systems. Much as this could differ from secondary school in Entebbe municipality in Wakiso district. In addition, parental involvement in home work, helping lesions etc has a big influence in determining secondary school effectiveness.

In addition; the study findings revealed that students adequate time at school is used to enhance participatory management as depicted in table 4.4, where 13.9% of the respondents strongly agreed, 57.4% of the respondents agreed and 21.3% disagreed that students adequate time at school enhance secondary school effectiveness. This was in agreement with Rowntree (1988) who asserts that it is a teacher who arranges the learning experience the learner needs. This experience include, the subject matter, content, type of learning, learning style, teaching style, teaching strategy, learning sequence, stimulus modes and presentation media which all require adequate time at school. This was true with the case of secondary schools in Entebbe municipality in Wakiso district. According to Penning and Goodman (1977) pupil's involvement in school activities and in representative positions greatly affect the quality of teaching and learning process, influencing secondary school effectiveness and this was true in secondary schools of Entebbe municipality.

Martz (2008) asserts that strong leadership from the head encourage contribution towards identifying and setting school goals, problem solving and other decisions that may directly affect the school. And the case was true with secondary schools of Entebbe municipality in Wakiso

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district. This was in support with Amitai (1959) who also asserts that conducive learning environment help to give the learning experience the learners need, this was also in agreement with Greene (2001), Sagie (1994) and Patchen (1976) which seem to suggest that safe and orderly learning environment influence learning experience which in turn affect the school effectiveness.

More so, it was revealed that communication of expectations for achievement from all students determines secondary school effective. Empirical data from table 4:6 showed that, 26.8% of the respondents strongly agreed, 41.7% of the respondents agreed, 28.7% disagreed with the matter and 2.8% strongly disagreed. This was in agreement with Litherwood (1996) who asserts that formulated learning objectives, self assessment devices student's objectives, provision of feedback from the learners all are paramount to ensure school effectiveness. Fantasha (1990) suggests appropriate subject matter, learning objectives and sequence evaluation technique are quite instrumental in determining learner's expectations, are all important in determining high expectations for achievement, which in turn influence secondary school effectiveness.

More so, it was revealed that learning sequence influence secondary school effectiveness. Empirical data from figure 4.4 revealed that 26% strongly agreed, followed by those who agreed 31%, those who disagreed 26% and 11% strongly disagreed. This was in agreement with Lither wood (1996) who asserts that formulated learning objectives, self assessment devices student's objectives, provision of feedback from the learners all are paramount to ensure school effectiveness. Fantasia (1990) suggests appropriate subject matter, learning objectives and sequence evaluation technique are quite instrumental in determining learner's expectations, are all important in determining high expectations for achievement, which in turn influence secondary school effectiveness.

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5.2.0 Conclusions

5.2.1 Introduction

The study was carried out to investigate the influence of participative management on secondary school effectiveness in Entebbe municipality in Wakiso district. Conclusions and recommendations were presented basing on the data presentation, analysis and interpretation in chapter four.

5.2.2 Objective One

Objective one sought to examine the influence of capable teaching staff on secondary school effectiveness in Entebbe municipality in Wakiso district. Conclusions and were drawn. Enabling conditions enhance secondary schools effectiveness. Secondary school effectiveness can be influenced by supporting inputs. Enabling conditions in schools largely influences teaching learning process. Competent teaching staff is vital for effectiveness of secondary schools. Leadership style influence effectiveness of secondary schools. Adequate time at school enhances secondary schools effectiveness. Committed leadership from the head determines the nature of secondary school effectiveness.

5.2.3 Objective Two

Study objective two of the study sought to investigate the effect of parents and community involvement in decision making on school effectiveness in Entebbe Municipality in Wakiso District. Several conclusions were also drawn from the study findings in respect to this objective. From the study findings, there is evidence that committed leadership from the head determine the

nature of secondary school effectiveness. Adequate material support, parental and community involvement in school activities and communication of expectations influence secondary school effectiveness.

5.2.4 Objective Three

This objective of study endeavored to establish the extent to which learners are involved in decision making on school effectiveness. The following conclusions wee drawn from this objective. Appropriate learning objectives, appropriate subject matte, and appropriate learning sequence all determine secondary school effectiveness

5.2.5 Recommendations

The study was purposely carried out to investigate the influence of participatory management and secondary school effectiveness in Entebbe Municipality, Wakiso District in Uganda. This section of the report presents the recommendations arising directly from the study findings. First there were factors that constitute enabling conditions in that influence secondary schools effectiveness in Entebbe municipality Uganda.

Planning of educational improvement increases the likelihood that school administration, teachers as well as parents need to support the implementation and contribution of the change, improvement or innovation.

Secondly, the secondary school effectiveness in Entebbe Municipality was low. Safe and orderly school learning environment conducive for teaching and learning to be created to improve the quality of education.

Thirdly, management in secondary schools in Entebbe municipality can be made more participatory to ensure effectiveness. Involvement of various education stakeholders needed to be involved in decision making and participation of school activities to ensure its effectiveness.

Parallel suggestion approach can improve on secondary school effectiveness. The lowest staff in secondary schools needs to have a sense of involvement in the performance of the total school.

The degrees to which employees see themselves as partners in secondary school (open book management) determine its effectiveness. External stakeholder involvement in the management of secondary school determines its effectiveness. Strategic management helps to improve the effectiveness of secondary schools.

5.2.6 Suggested areas for further research

The researcher recommends that a similar study be done with a representative sample covering many districts in Uganda to strengthen the external validity. Secondly, there is need to establish how participative decision making influence the effectiveness of secondary schools in Uganda. Thirdly, there is need to examine the impact of head teachers' level of education and training on secondary school effectiveness. Lastly, the study should be done on the impact of public financing on the effectiveness of secondary schools in the entire country.

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APPENDIX 1

QUESTIONNAIRE

I am Kato Kimata Joshua a student of Kyambogo University pursuing a master's Degree of Education Policy Planning and Management. Researching on THE INFLUENCE OF PARTICIPATORY MANAGEMENT ON SECONDARY SCHOOL EFFECTIVENESS IN ENTEBBE MUNICIPALITY; WAKISO DISTRICT.

You have been selected to participate in this study. You're kindly being requested to honestly and diligently answer this questionnaire. There is no true or false answer to this questionnaire but just your opinion, your responses will be kept with maximum confidentiality.

SECTION A: Respondent Bio-Data

1. Age 12-20 years ☐

   21-30 years ☐

   31-40 years ☐

   40 years and above ☐

2. Gender

   Male ☐

   Female ☐

3. Level of education

   Certificate ☐

   Diploma ☐

   Degree ☐

   Others ☐

4. Religion

Catholic ☐

Protestant ☐

Moslem ☐

Others please specify……………………………………

SECTION B: the influence of enabling conditions on secondary school effectiveness

5. Enabling conditions can enhance participative management to ensure secondary school effectiveness.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

6. How often is adequate time at school used to enhance participative management

Very often ☐

Often ☐

Rarely ☐

Never ☐

7. Does effective leadership influence participative management in schools?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

8. Competent teaching staffs are vital for effective participate management in schools.

    Strongly agree ☐

    Agree ☐

    Disagree ☐

    Strongly disagree ☐

SECTION C: the influence of supporting inputs on secondary school effectiveness.

9. Do you think participative management can be influenced by supporting inputs to ensure

    school effectiveness? ☐

    Strongly agree

    Agree ☐

    Disagree ☐

    Strongly disagree ☐

10. Parental and community involvement has a big influence in determining secondary

    school effectiveness

    Strongly agree ☐

    Agree ☐

    Disagree ☐

    Strongly disagree ☐

11. Do you think communication of expectations for achievement from all students

    determine secondary school effectiveness

    Strongly agree ☐

    Agree ☐

    Disagree ☐

Strongly disagree

☐

SECTION D: The influence of teaching learning process on secondary school effectiveness.

12. Effective participative management in schools largely depends on teaching learning process. ☐

    Strongly agree

    Agree ☐

    Disagree ☐

    Strongly disagree ☐

13. Do you agree that appropriate learning objectives determine the nature of secondary school effectiveness ☐

    Strongly agree

    Agree ☐

    Disagree ☐

    Strongly disagree ☐

14. To what extent does appropriate subject matter influence secondary school effectiveness? ☐

    Strongly agree

    Agree ☐

    Disagree ☐

    Strongly disagree ☐

15. Does appropriate learning sequence in secondary school influence its effectiveness? ☐

    Strongly agree ☐

    Agree

    Disagree ☐

    Strongly disagree ☐

SECTION E: Ways of making management of secondary schools more participatory.

16. Would you prefer using parallel suggestion involvement approach in improve secondary school effectiveness.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

17. Would you feel happily if the lowest staff in secondary school has a sense of involvement in the performance of the total school?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

18 Do you think the extent to which employees see themselves as partners in school determine secondary school effectiveness?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

18. Do you agree that external stakeholder involvement determine secondary school

effectiveness

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly agree ☐

19. Does strategic management help to improve the effectiveness of secondary schools

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

INTERVIEW GUIDE

Date of interview.................................

Time of interview...............................

Participant instruction..........................

Factors that Constitutes Effective participative Management in Secondary Schools

1. Do you think enabling conditions (effective leadership, capable teaching staff, and adequate the time at school can enhance effective participative management?

2. Just in case, Secondary school in Entebbe Municipality is given required inputs, can it improve on secondary school effectiveness?

3. How do you think participative management in Secondary school effectiveness can be improved?

4. Do you have any other comment (s) on participative management and secondary school effectiveness in Entebbe Municipality?

The Nature of secondary school effectiveness in Entebbe Municipality.

5. Is committed leadership necessary condition for effective participative management in secondary schools in Entebbe Municipality?

6. Can you comment on how a safe and orderly school learning involvement can improve on the effective of secondary schools in Entebbe Municipality?

7. Do you think learner's involvement in both classroom and outside classroom can influence participative management this secondary schools in Entebbe Municipality?

8. Is there any relationship between high expectations for achievements from all students and secondary school effectiveness in Entebbe Municipality?

Ways of making management of secondary schools more participatory?

9. Why do you think that parallel suggestion involvement (Employee involvement through mechanisms such as formal suggestions programs often supplemented with a supportive reward system) should be used among all educational stakeholders?

10. Do you think apparently open book management (situation where all employees see themselves as partners in school) is being practiced in secondary school in Entebbe Municipality?

11. Do you think that external stakeholder's involvement can make management of secondary schools more effective in Entebbe Municipality?

12. What is you view on adopting strategic management approach on improving secondary school effectiveness in Entebbe Musicality?

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Kyambogo University Graduate School

Your ref............................
Our ref: KYU/GSch/01/13

1st August 2013

To Whom It May Concern

Dear Sir/Madam

RE: LETTER OF INTRODUCTION

This is to introduce to you **KATO KIMATA JOSHUA** registration number **2011/U/HD/306/MEDPPM** who is a student of Kyambogo University pursuing a Master of Education in Policy Planning and Management of Kyambogo University.

He is carrying out a research on *"The Influence of Participative Management on Secondary School Effectiveness"*. A case study of Entebbe Municipality Wakiso District in partial fulfillment of the requirements for the award of the Master of Education in Policy Planning and Management of Kyambogo University.

This is to kindly request you to grant him permission to carry out this study in your establishment.

Any assistance rendered to him will be highly appreciated.

Yours faithfully,

Dr. M.A. Byaruhanga Kadoodooba
Dean, Graduate School