

**MANAGEMENT PRACTICES AND SCHOOL EFFECTIVENESS IN
SELECTED PRIMARY SCHOOLS IN NEBBI DISTRICT, UGANDA**

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**A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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DECLARATION



I, the undersigned, hereby declare to the best of my knowledge that, this research work is original and has never been presented in any university or other institution of higher learning for any award of certificate at any academic level. Where other individual's information has been used, quotations have been made and references provided.

Signature:  Date 27/11/2018


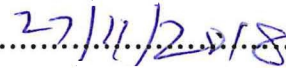
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APPROVAL

This is to certify that this research dissertation entitled "*Management practices and School effectiveness in Primary school: A case study of selected primary schools in Nebbi District,*" carried out by Anican Emilly is done under our supervision and has been submitted with our approval.

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DEDICATION

This scholarly work is dedicated to Hon. Anywarach Joshua Carter; for all the necessary financial support offered. Bishop Sanctus Linus Wanok; Sr. Mary Bidong ; Fr. Bernard; Mr. Benedict and the sisters of Angal community ;for their prayers and encouragement to me as I pursue this studies. May the almighty God reward you abundantly for your effort towards my study.

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ABSTRACT

The aim of the study was to establish the extent to which prevalent management practices relate to schools' effectiveness in primary schools within Nebbi district Uganda. Its objectives included; to establish relationship between; (i) planning (,ii) staffing and (iii) budgeting respectively and primary school effectiveness within Nebbi district. This study adopted cross sectional survey design which is both quantitative and qualitative in nature to relate management practices with schools' effectiveness. A sample of 260 teachers and 9 head teachers participated in the study by answering the questionnaire and the interview guide. Data collected by the researcher was entered using the SPSS, analyzed and interpreted using frequency and graphs showing percentages on the relationship of the different management practices on school effectiveness in primary schools in Nebbi district were drawn. This was followed by testing the research questions using Pearson correlation moment and linear regression analysis.

The study finding showed that planning, budgeting and staffing are highly correlated with school effectiveness and they are statistically significant influential factors in promoting school effectiveness in Primary schools in Nebbi district. The study thus concluded among others that planning, staffing and budgeting should be accorded due importance in schools as proper planning, effective budgeting and staffing leads to higher levels of school effectiveness and when they are not properly applied, schools become ineffective. Finally it was recommended that the school heads should ensure that planning involves even the junior staff to improve on the standards of teaching and learning. The study also recommended that budget planning should involve the different departmental bodies for better decisions making in relation to school program and finances as well to reduce inefficient use of funds and that the staff members should have the right mix and at least received pre-service professional training for effective teaching.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides the background to the study regarding the relationship of management practices on school effectiveness within primary schools in Nebbi district. This chapter also provides the statement of the problem, the purpose, specific objectives, the research questions, the scope and the significance of the study.

1.1 Background to the study

The background is divided into four perspectives; namely: the historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical background

The concepts of school effectiveness movement arose from United State of America (US) in the early 1970's after the office of Education produced a paper written by James Coleman which concluded that, "Public schools had made little difference in students' success whereas families' background and socio-economic condition according to Association of the Effective Schools, (ASES 2013) were the key determinant to the students' success.

What constitutes to an effective school continued all through the research on school management practices and school effectiveness. Scheeners, (2004) had looked at it as enhancing school's conditions under all the contextual variables like effective teaching and learning, effective determinant to management such as adequate staffing, proper planning, budgeting, parents' involvement into school activities and so on as possible factors. Accordingly, Toronto District School Board, (TDSB, 2015) mentioned two strategic directions of making schools effective;

these were by identifying the determinant to disadvantages and to intervene appropriately. Different in views, Creemers & Reezigt, (2005, p.559) stated that school effectiveness was more directed to finding out what works in education and why schools' improvement practices and policies had intended to make changes in desired direction.

UNESCO (2009), stated that school effectiveness could be judged by the extent to which the school is able to meet the requirement of the society where it is established.

Uganda since independence had been committed to promoting effectiveness in schools through provision of financial resources, training of teachers to manage the different schools and providing instructional materials in promoting quality and effectiveness of her education (Muyanda-Mutebi 1996). Prior to independence, school effectiveness was the missionaries' concerns. They financed education, constructed schools, inspected their schools, provided instructional materials, and trained teachers who could meet the quality of education of the time (Fountain Publishers, 1997, p.245). This continued through post-independence up to the current NRM Government. But despite all these efforts, Uganda still struggles with severe educational problems. For instance 15 to 30 percent of all grade 7 students leave primary school without acquiring basic numeracy and literacy skills, respectively, (Uwezo, 2014).

1.1.2 Theoretical Perspectives

The study is underpinned by the Administrative Theory of Management proposed by Henry Fayol (1841-1925) and the high performance model embedded in Decision making model as postulated by Comer (1988). The theory states that men are born lazy; they therefore need force if they are to work. Thus the theory focuses mostly on how to manage employees' behaviours towards the assigned task so as to promote productivity of an industry and the relationship between size, structure and processes in organizations as he discusses the different kinds of

members of the “body corporate”. Fayol advances the basic management practices as planning, organizing, commanding, coordinating and controlling. These are applied in today’s management of institutions which primary schools are part. On the other hand, Comer, (1988) in the Decision making model articulates that in managing organizations (schools), there is need to develop a shared responsibility (team structure) among the parents and staff in what he called the school planning and management team, and parents program team. The purpose of which is to promote a school based community focused on continuous improvement by giving sense of direction, creating feelings of ownership, implementing the school plan and creating cohesiveness within the school community. This will aid in determining the gaps that exist between the schools and the parents in as far as schools’ participation will be rated within Nebbi district primary schools.

1.1.3 Conceptual perspective

The key concepts of the study were management practices (IV) and school effectiveness in primary schools as Dependent variable (DV). Management is defined by Mary Parker Follett (1868–1933), as the art of getting things done through people. According to Temdep (1993) management is a process of working with and through people to accomplished organizational goals. Recent conceptualizations by (Kiwauka and Kasibante, 2000) view management practices as the process of planning, organizing, leading and controlling the effort of the organized members and using all other organizational resources to achieve the stated goals. Musaaazi, (2000) further defined management practices as specific functions performed or cause by management personnels but every management functions have essential components related to decision making, coordinating, and supervision, evaluating, planning, staffing and budgeting.

Ofungi (2013), in his research on “Head teachers’ performance and school effectiveness” defined management practices as approaches and techniques used to improve schools’ performance, focusing specifically on operations management, performance and target management (school alignment) and human resource (talent). Management practices in its operational definition therefore refer to a frame work of activities applied in an organization to fulfill all the tasks required to achieve its objectives.

On the other hand, school effectiveness as defined by (Lezotte 1991), was reflected in terms of students’ academic success specifically students’ performance and the schools leaders’ ability to communicate the school’s mission and vision, persistently reinforcing the school’s mission, creating a shared sense of purpose and establishing a set of common core values among the instructional staff. School effectiveness could also be looked at in terms of empowering teachers and including them in decisions about the school’s instructional goals. In addition, Lezotte (2001) looked at schools’ effectiveness in terms of a safe and orderly environment characterized by orderly, purposeful, business-like atmosphere free from the threat of physical harm, conducive teaching and learning environment as propounded by Schools to eliminate “undesirable behavior” by promoting discipline, teaching students the required behaviors to make the school “safe and orderly” (Lezotte, 1991). As per the Uganda’s aims of education; School effectiveness can be looked at in terms of school excellence performance characterized by the abilities to meet vision and expectation of the Uganda’s system of education as stipulated in The Government White Paper (GWP 1992). Operationally, school effectiveness is the ability of a school to add values in the education of her learners in order to meet the purpose, vision and expectations of the school through producing intended outcome.

1.1.4 Contextual Perspective

Worldwide within educational institutions, school effectiveness has its importance embedded in serving as a sign of successful management. The pertinence of school effectiveness is similarly embedded in the successful development of young people in society as it is highly accepted that students characterized with better school effectiveness while in school are equally able to transit into adulthood while attaining economic besides occupational success. It should however be noted that achieving such effectiveness is possible when appropriate management practices is demonstrated in schools (Hanushek and Rivkin, 2006). It is accordingly observed and documented that the overall effective management is only necessary for good performance and effectiveness of schools (Chitavi, 2002).

In Uganda however evidence shows that while episodes of improved performance is evident amongst students, the trends in general indicates decline of school effectiveness in primary schools since 2008 on the overall assessment results (Tumwebaze, 2012).

This had therefore left unanswered questions on the relationship between management practices and schools' effectiveness which is the subject matter in this study with specific evidence from selected primary schools in Nebbi district (Uganda).

1.2. Statement of the problem

School effectiveness serves as a significant goal pursued by management personnel in schools, given its central role in imparting skills and knowledge needed in addressing schools' challenges (UNESCO, 2009). This explains why there had been trainings of School Management Committee in Nebbi district on contemporary management skills of institution as one of the means of ensuring quality management within the education system. What is however unfortunate is that primary schools in Nebbi district remain ineffective as indicated by the poor

academic results of pupils at National level. Evidence shows that as of 2014, the district only had 2% of the first grades Nationwide which declined to 1% in 2015, a clear indicator of ineffectiveness (UNEB 2015; 2016). The government had put in place several interventions amongst which; implementation of associate assessors' program of schools' monitoring and evaluation, school feeding and teachers' development program among others but feasible results have not yet been yielded. This could be attributed to inadequate competent school management committee, limited community support above all, defective management practices such as inadequate internal monitoring and supervision by headteacher making teachers relax in their performance together with inadequate planning budgeting and staffing (ACODE, 2014). Application of appropriate management practices is known to improve school effectiveness (Lewis, et. al., 2011) but no empirical studies existed to this effect on primary schools in Nebbi district. If this challenge is not addressed, the quality of primary education will be reduced, the rate of pupils drop out will increase and the rate of crime in the society will also increase. Besides, government effort to improve on literacy rate for a better productive society will remain a dream. Hence Management practices in schools are relevant and are therefore helpful if the ineffectiveness in schools is to be realized.

It is against this backdrop that this study was set to improve on educational management by establishing school management practices in schools and their effects on school effectiveness in Nebbi District.

1.3 Purpose of the study

The study was set to determine the extent to which prevalent management practices relates to school effectiveness in Nebbi District.

1.4 Objectives of the study

The study addressed the following specific objectives;

1. To establish relationship between planning and primary school effectiveness within Nebbi district.
2. To examine relationship between staffing and primary school effectiveness within Nebbi district.
3. To establish relationship between budgeting and primary school effectiveness within Nebbi district.

1.5 Research questions

The study answered the below questions:

1. What is the relationship between planning and primary school effectiveness within Nebbi district?
2. What is the relationship between staffing and primary school effectiveness within Nebbi district?
3. What is the relationship between budgeting and primary school effectiveness within Nebbi district?

1.6 Significance of the study

This study hoped to provide head teachers with vital information on management practices and school effectiveness in Primary schools in Nebbi district (Uganda) and it would help them get ways of addressing the challenges of school ineffectiveness in primary schools.

To the Policy makers, the contribution of management practices towards school effectiveness was analyzed, and hopefully the study would improve on education policy and encourage good management practices in primary schools nationwide.

To the education administrators and school managers, the study hoped to enhance knowledge on management and administration within education sector at primary level and improve on the standard of performance of pupils in Primary schools within Nebbi district(Uganda) .

Academically the study will provide necessary knowledge for the future researchers to base on as means of reference.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was conducted in primary schools within Nebbi district. It specifically covered Government Aided primary schools located in the sub counties of; Nyaravur, Atego, Parombo, Erussi, Kucwiny and Ndheu in Nebbi district. This district was chosen because it is one of the areas where primary school effectiveness remains questionable. This District which is located within the northern part of Uganda is bordered by Arua District to the north, Pakwach District to the east, Bulisa District to the south east, the Democratic Republic of the Congo (DRC) to the south and Zombo District to the west.

1.7.2 Content scope

The study concentrated on two variables that's management practices and how it relates to the second variable in this case school effectiveness. It specifically limited itself to establish the management practices implemented in primary schools, determining the level of school

effectiveness in primary schools and assessing the relationship between management practices implemented and school effectiveness in primary schools. The study in particular focused on the following aspects of management: planning, staffing and budgeting. This is because they are directly linked to the different schools' activities conducted by the administrators and the staff (head teachers, class teachers as well as the school management committee).

1.7. 3 Time Scope

The study traced management practices and school effectiveness in primary schools in Nebbi district from 2014 to 2018 because this is the period when school ineffectiveness was experienced most in the district. The data collection was conducted in 6 months within which three months were spent for field work and three months for data analysis, presentation and report writing. This time was chosen because it is considered adequate enough to capture the necessary information.

Conceptual frame work.

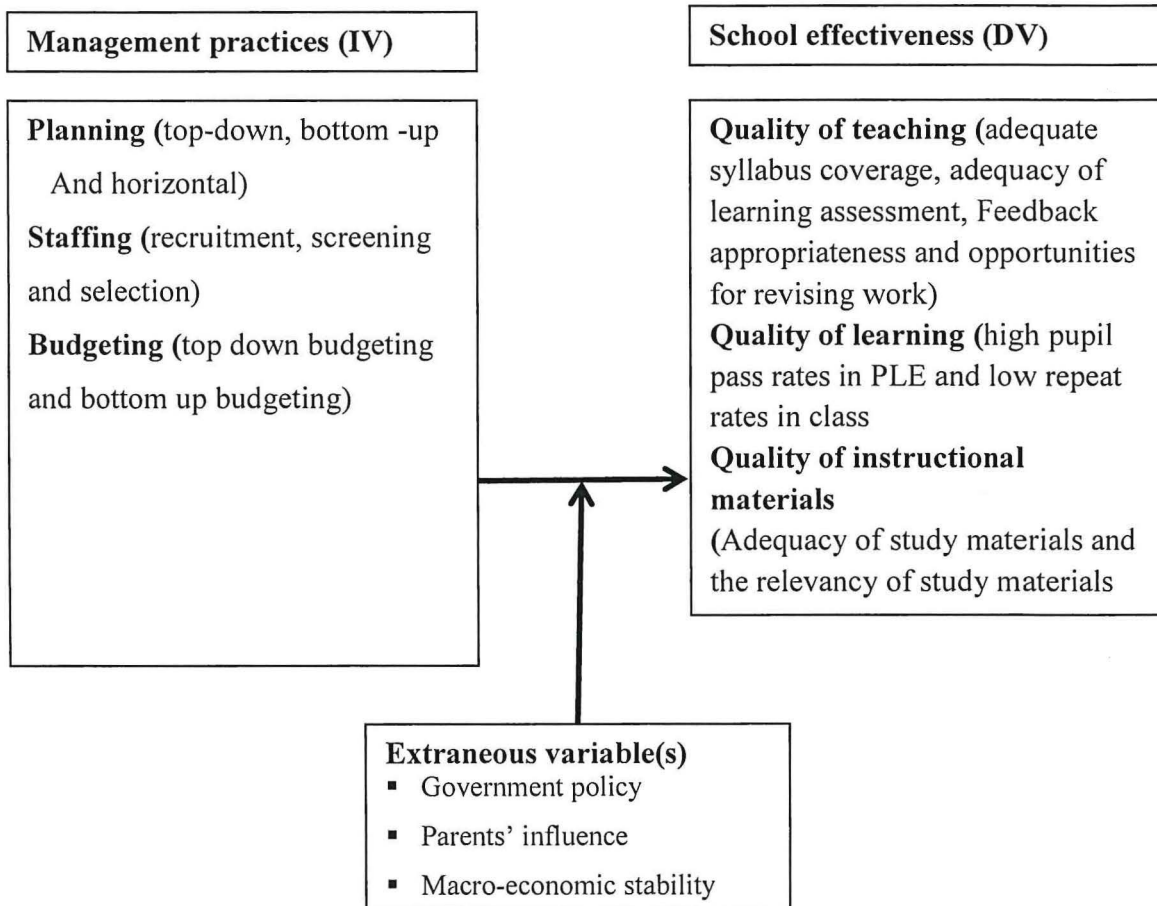


Fig.1.1. The Conceptual Frame Work Above Shows The Relationship Between Management Practices and School Effectiveness.

Source: Researcher (2018) modified from Henri Fayol (1841-1925)

The conceptual framework above indicates management practices as an independent variable predicts school effectiveness as the dependent variable. The relationship between management practices and school effectiveness can be affected by intervening/extraneous variables. These extraneous variables include government policy, parent's influence and macro-economic stability.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents literature review upon which this research relating management practices and school effectiveness is based. It is based on what the many other authors had written about management practices and school effectiveness locally in Uganda and in the different parts of the world. The literature is presented in accordance with objectives of the study.

2.1. Theoretical review

2.1.1 Administrative Management Theory

The study was guided and clued-up by the Administrative Management Theory proposed by Henri Fayol (1841-1925) which states that, “men are born lazy; they therefore need force if they are to work.” Thus, The Theory places more stress on organizational management and behavioural factors within the management. Besides, the main heart of the theory is on how the management of the organization is structured and how well the current institutions can be organized to accomplish the goal assigned to them.

According to the theory of Fayol, there are five basic essential elements of management which when applied properly, can promote effectiveness of an organization. These are: **Planning**; an act of forecasting the future and designing activities that will lead to the attainment of the determined goals and objectives of the institution. Here the theorist takes planning as the most important function of an organization; **Organizing**: to say, the ability to brings human resources and non-human resources together to promote efficiency and effectiveness of the organization; **Commanding**: The process of giving direction and orders by the superior to the subordinate ; **Coordinating**: this is an ability to “harmonize all the activities of a concern school so as to

facilitate its working and its success; **Controlling:** Checking progress against plans. To say, checking whether everything occur according to the plan adopted, the values established and the instructions issued are taking appropriate corrective actions to enhance effectiveness of the organization.

To make his theory better understood, Fayol (1949:19-20) came up with the 14 principles of management which he had most frequently applied, including the more commonly known division of labour; authority and responsibility; unity of command; centralization; Unity of Direction; Subordination; Remuneration of workers; Scalar Chain (line of authority); Order; Equity; Stability of the workers; Initiative; Discipline; and Espirit de Corps. These sets of principles of Fayol (1949:41-42) all aims at the successful linking of individuals at the satisfaction of organizational achievement.

2.2. Review of related literature

This section reviews literature related to respective specific objectives in this research.

2.2.1. Planning and School Effectiveness

According to Dimmock (2009) there is widespread acceptance among educationalists that school planning in different areas is a powerful means of promoting school effectiveness. It enables the school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, a common set of goals and consensus on the means of attaining them. It constitutes the school as a learning organization that focuses on meeting the professional needs of teachers in order to meet the educational needs of pupils (Jackson, 2005). Additionally, Hopkins et al. (2011) assert that the underpinning principle of school planning is to improve the standards of learning and learner performance. To this, their argument can be achieved through improved management practices by those involved in directing and guiding the school

curriculum, that is, the school management team. Rogers (2012), also views school development planning as raising students 'achievements through staff's gain of new skill.

Louis, Leithwood, Wahlstrom, and Anderson (2010) point out that school planning plays a major role in the management of schools' resources and therefore, it is consistently identified as an effectiveness enhancing condition. This emphasis is supported by Leithwood (2012), who found that the effect of school planning is a statistically significant factor and accounts, for approximately 3 to 5 percent of variance in educational outcomes.

Furthermore, the findings of research conducted by Louis et al. (2010) over a 6-year period observed that the influence of school planning on student learning is second only to classroom. This observation is understandable because the teaching takes place at the classroom level, whereas other levels of the organization are providing the conditions necessary for these activities to take place (Uline et. al., 2008). Thus, the school can be described as a hierarchal institution where planning is distributed among principals, supervisors, head teachers and classroom teachers who directly and indirectly influence educational outcomes. While individual planning's influence on student achievement may be small, collective planning, which encompasses all forms of planning, tend to be stronger (Louis et al., 2010).

According to Huber and Conway (2015), school plans are considered roadmaps for driving improvements in student achievement and currently they are implemented globally as important parts of most educational development. Commonly the plans include targets, goals, aims, enablers, and identify those who will be responsible for each element, phase, or stage of the educational change. Strategies, processes, data, and timelines come together to produce a plan with related images that detail: who, what, how, where, why, and when the changes are

implemented (Learning Point Associates, 2004). These aspects and actions need to be audited, observed, assessed, monitored, evaluated, and reviewed in an ongoing and recursive manner that suits the school plans while also ensuring its sustainability (Dolge, 2015).

Bendikson, Hattie, & Robinson (2011) revealed that the purpose of the introduction of the school development plan in China was among other things to enhance student-centered-learning, learning skills and generic or basic skills, promote staff professional development and provide support measures to prepare for the new senior secondary curriculum. Bendikson et al further noted that school planning is not an option but a must for all schools to achieve school effectiveness in both managerial and academic aspects.

Hallewell (2012) noted that, in England school development planning came into force through the 1988 Education Reform Act of the Department of Education and Science. This was as a result of rhetoric, particularly from politicians for schools to improve their performance. The politicians were particularly concerned about the macro-level economic performance of the country in relation to other economies in developed countries. They believed that the quality of the curriculum determined the quality of the economy. A speech delivered at Russian College in Oxford in 1976 by the then Prime Minister James Callagan expressed: The education system is out of touch with the fundamental need for Britain to survive in a highly competitive world through the efficiency of its industry and commerce (Hallewell, 2012). School development plans in England were made mandatory to schools in 1992 by the office for Standards in Education and were included in the inspection process. This demonstrates the importance of school planning in enhancing school effectiveness.

In Botswana, school development planning was established on grounds similar to those of England (Monyatsi, 2005). The belief was that by improving the management capabilities of schools, the teaching and learning activities would also improve. It was the consultation between the British Overseas Development Agency and the then Botswana Ministry of Education (now the Ministry of Education and Skills Development) to improve the quality of education in Botswana schools that culminated into a Secondary School Management Project, the school development plan. The British team's role in the school development planning was to assist in the launching of the project by providing technical expertise. This involved the training of the Botswana counterparts, the school management advisors (SMAs) at the regions and the school management teams (SMTs) at the school level on how to design and manage school development plans. The school management advisors would take over responsibility of co-ordination and monitoring of the project at the eventual exit of the Britons. The implementation process of school development planning in that country adopted a cascaded approach with school heads playing a central leadership role. School heads were the first to receive training on school development planning. They would in turn train their deputies, middle school managers and senior staff at the school level. This gave individual schools the opportunity and flexibility to construct their own meaning of school development plans. The Government of Botswana through the Ministry of Education and Skills Development ensured the project was successful.

Some notable successes according to Monyatsi (2005) were: knowledge sharing among staff; improved consultation between the regional offices and the schools; new managerial skills by majority of school heads who had no training in management; school friendly inspections and audits and establishment of school development plans. In another related example, in Rwanda, the project Mineduc-School Management intended to make available to Rwandese head

teachers' tools to enable them to deal more efficiently with their daily duties (Motsamai, 2009). The concretization of this initiative occurred through training sessions aimed at increasing their capacity on one hand and improving their school daily management on the other hand. For this purpose, training manuals on various themes in connection with secondary school management have been developed and the school development planning is one of them (Motsamai, 2009).

2.2.2 Staffing and School Effectiveness

Available studies suggest that high or very low pupil to teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa (Bryson, 2007). Many policy oriented interventions and research studies consider a ratio of 1: 40 reasonable, however according to Nebbi district Education officer report to head teachers during head teacher's meeting on the 14th June. 2018 (Min: 3(a)/14/2018) reveals that, the ratio of teacher per pupil in the district as 1:85. In primary education however the effect is felt in the curriculum based teacher deployment where schools do not have adequate teachers for all the classes while there is overstaffing of some schools. The challenge is seen where the head teachers do not have adequate teachers and hence have to employ the teachers. Parents on the other hand are not able to meet the demands of paying these teachers hence teaching and learning in the schools is affected (Bryson, 2007).

According to Boy (2006), the low recruitment of teachers/staffing leads to poor performance in schools. This is attributed to over enrolment of pupils in primary schools. The reality of teachers trying to teach over 100 pupils in a class has become too common in Government aided Primary schools (Especially the UPE Schools).As a matter of facts, the issue has raised The Parents' concern about academic standards and therefore questions the effectiveness of public schools.

Teachers have complained of increased pupil teacher ratio. Many primary schools are understaffed as a result of the free primary education program. This therefore affects their performance (Too, 2005). The problem of high pupil teacher ratio is not unique to Uganda.

Wayne & Youngs (2013) stress that normally; both teachers and the public believe that a low pupil-teacher ratio and teachers' high qualifications result in better performance in school. However, studies from many regions have indicated that "on the basis of available data no optimum class size can be scientifically established as a function of educational benefits" (Wayne & Youngs, 2013). A teacher organization and motivation of the class is more important than class size and that savings made from increased class size might be invested in teacher-training or educational materials, which have been shown to have stronger effects on learners' achievement. Available studies suggest that high or very low pupil: teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa. Many policy oriented interventions and research studies consider a 40:1 ratio reasonable in developing countries. World Bank-financed primary education projects are usually designed with an average pupil-teacher ratio of approximately (41:1) (Wayne & Youngs, 2013).

According to UNESCO (2005), the recommended teacher pupil ratio should be 40:1 for effective learning. However, the survey by UNESCO (2005) did not seek to establish the existing teacher pupil ratio in The East African situation. According to Wayne & Youngs (2013) most developing nations the high TPR in public schools make it difficult for the teachers to teach lessons effectively as compared to their counterparts in private schools who handle a smaller number of pupils. However, their study did not reveal the extent to which the high TPR influence pupils' performance, a gap which this study which this seeks to fill in. The over enrolment in schools is

one of the causes of poor performance in public primary schools (Boy, 2006). Many primary schools are understaffed as a result of the free primary education program. This therefore affects their performance. In addition, integrating the new pupil, many of whom have had little preparation has proved to be difficult (World Bank, 2006).

On the other hand, teachers' attitudes towards their work and their pupils, the classroom management and their interaction with pupils have a great impact on the academic achievement and the retention of pupils in schools, particularly girls (Aduda, 2005). Some classroom observations indicate that there are cases where teacher's negative attitudes "push" pupils, especially girls, out of school. These pupils are sometimes neglected, abused, mishandled, and sent out of class during teaching learning periods. This atmosphere is not conducive to learning and makes some children hate school. An obvious result of all these are absenteeism, poor performance, and non-completion of the education cycle hence school ineffectiveness.

According to Aaronson (2013) students taught by high quality teachers have significantly higher achievement, resume characteristics on which teacher compensation is based such as teacher education, training, and experience which explain little of the variation in teacher quality.

Another type of study examines the relationship between teacher characteristics and pupils' achievement directly. Such studies have used experimental methods, mainly investigating the effect of teacher incentives (Lavy, 2013). Other studies have used statistical approaches such as an instrumental variable approach, a value-added approach or a panel data approach. The evidence from these studies is not undisputed. The lack of agreement in findings has sometimes led to impassioned disagreements about interpreting research results (Krueger, 2013).

A common issue of long-standing interest and debate in the economics of education has been whether certification measures such as teachers' educational qualifications and pre-service professional training commonly used as measures of teacher quality actually matter to pupils' achievement. Schools with the freedom to set salary schedules such as private schools and non-unionized schools are the most likely to have within school variation in pay, in order either to reward teachers for effort or for student performance (Aduda, 2005). In other words, we would expect the correlation between pay and achievement to be greater in schools that have greater discretion to set salary levels for teachers.

Jepsen (2005) noted that, teachers experience which is determined by the training teachers go through and the duration of their teaching significantly determines their efficiency in teaching thereby affecting the overall school performance. He revealed that teaching experience might be expected to make a difference in being prepared to manage schools because this area of expertise may be particularly problematic for beginning teachers. Beginning teachers are rarely totally prepared to meet core school requirements, including classroom management. Yet, in the context of education reform, experience may not necessarily translate into better teacher preparedness for certain school activities, unless experienced teachers have had continued training to upgrade their skills and knowledge in those areas. Teachers with fewer years of teaching experience are less likely than more experienced teachers to report being very well prepared to maintain order and discipline in the classroom.

The extent to which teachers feel prepared to implement state curriculum also vary by teaching experience, with newer teachers less likely than more experienced teachers to report being very well prepared for this classroom requirement. Newer teachers did not differ from more

experienced teachers in feeling very well prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. According to Ngechu (2004), the teachers' preparedness determines their ability to meet the classroom challenges that characterize their profession. It also provides insight into the extent to which opportunities for continued learning prepare them to teach. He described the construct, "perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required producing given attainment, and such beliefs are the most central mechanism of personal agency. As proposed by Bandura, self-efficacy is specific to a particular set of behaviors and comprises two components, efficacy expectations and outcome expectations which respectively relate to belief in personal capacity to affect a behavior and belief that the behavior will result in a particular outcome. As a consequence, instruments for the determination of self-efficacy typically include two scales to measure these two components.

According to Bolton (2010) staff development is essential for enhancing teachers' effectiveness in their profession. Staff development programmes improves instructional leadership and prowess of teachers which determines teacher's effectiveness. Effectively implemented teacher's development is positively related to pupils' academic achievement. Staff development through in-service training and other forums like workshops, seminars indoor trainings increases teacher's mastery of subject matter which enhances teachers' effectiveness on cognitive aspects of education. The staff development programmes therefore impact on teachers' effectiveness and influences pupils' performance in their exams. There has been no recent research done in this context to establish the influence of staff development on pupils' academic performance which this study established. Staff development programmes which aim at bolstering instructional leadership ability of teachers will therefore impact on teachers' effectiveness. Clotfelter (2006)

also found out that effective teacher management practices including staff development programmes relate positively with pupils' academic achievement. Staff development programmes aimed at improving teachers' knowledge on human resource management will therefore impact on pupils' academic performance.

Atsenga (2002) reports that staff development programmes have an impact on teachers' and therefore it promotes school effectiveness if they enable teachers to master relevant content areas on which national examinations are based. Seeking more knowledge on teaching as a profession motivates teachers into taking their roles seriously. Motivation of teachers on the other hand impacts on teachers' effectiveness. It has been found that for effective learning to take place, choice of appropriate teaching methods must be made depending on the topics. Atsenga also noted that effective teaching methods impacts positively on learning. Staff development programmes, thus promote knowledge on choice and use of effective teaching methods, and impact on teachers' roles in promoting effectiveness in school's performance.

Professional development is more likely to bring about long-term change in teacher performance if it is intense. One measure of intensity is the time spent in the programs. The frequency of participation in various professional development programs should be examined against the extent to which teachers felt prepared to do various activities in the classroom. For professional development to achieve its goal of improving teacher preparedness for classroom requirements, teachers need to spend more than a day of training in a relevant content area (Duflo, 2005). Duflo adds that career advancement refers to the process by which employees' progress through a series of stages, each characterized by a different set of developmental tasks, activities and relationships. Lack of promotion and recognition for work performed as well as lack of chances

for advancement among teachers caused dissatisfaction among some of them and can as well as lead to teachers' attrition. Arnold argues that the frustrations of having reached one's career ceiling or having been over promoted can result in extreme stress. On the other hand, individuals suffering from "career stress" often show high job dissatisfaction, job mobility, burn out, poor work performance, less effective interpersonal relationships at work place and so on.

2.2.3 Budgeting and School Effectiveness

Tooley and Guthrie (2007) point out that budgeting can assist in ensuring accountability in the use of funds and this can lead to increased effectiveness in schools. They claim that the key aim of school budgeting is the creation of a style of school that is to be more economic, efficient and effective, and modeled on private sector ideals. This implies that increased attention to efficiency and effectiveness in a given level of expenditure can lead to better school benefits thereby leading to financial effectiveness. The UN special report (2012) states that financial constraints are the main reasons that cause children to drop out of schools. Therefore, in order to ensure educational effectiveness there is need to enhance control of funds in schools and this can be achieved through budgeting. Townsend (2007) emphasizes that the national policy of school effectiveness evaluation has changed gradually and this has been coupled by increased demands on accountability from the society.

In a study conducted by Lopez at el (2009) to determine the relationship between budget participation and job performance of South Korean Managers mediated by job satisfaction and job relevant information, it was revealed that there is a strong positive relationship between budget participation and performance of Korean Managers. They used the path model to determine the relationship between budget participation and performance. Lau at el (2005) investigated the interactive effect of budget emphasis, participation and task difficulty on

managerial performance. They used a self-administered Likert scale to measure budget participation, managerial performance, and budget emphasis and task difficulty. According to their results, high budgetary participation leads to improved managerial performance in tasks that are extremely difficult. And since schools operate like other organizations, budgeting is a key to school effectiveness.

According to Kung at el (2013), there is a positive relationship between budget planning and budget emphasis on the performance of the management as well as that of the organization. The aim of their study was to examine the relationship between budget planning, budget emphasis and performance. The study used a seven-pointer Likert scale to measure budget emphasis, budget planning and organizational performance. Furthermore, Joshi at el (2013) did a study to determine the relationship between corporate budget planning, control and performance evaluation in Bahrain. They used a questionnaire to collect data relating to budget planning, control and performance from 40 companies that were listed on the Bahrain stock Exchange. The results of their study indicated that there is a strong positive relationship between budget planning, budget emphasis and management performance. Such findings can apply in school settings that operate on adequate management of financial resources.

Hartman (2013) reports that a budget process that is well planned and integrated with other activities of an organization such as management and planning functions will provide better program and financial decisions that can lead to improved organizational effectiveness. This means that budgeting practices that involve all stakeholders and incorporates their priorities and needs can have a positive impact in maintaining good relationships with the public and enhancing students and teacher's overall impression of the school management. He argues that

budget planning and stakeholders' involvement ensures that realistic expenditures and revenue forecasts are incorporated in the budget. Additionally, planning and stakeholders' involvement in the budgeting process acts as a means of providing incentives and a sense of empowerment to teachers and other employees in schools to implement effective practices and achieve the required level of performance.

According to Breul and Moravitz (2007), the scarcity of resources requires budget allocation decisions to focus on effectiveness of spending funds. This implies that schools must ensure efficient use of funds through budget allocation by ensuring effective planning, performance measurements and cost measurement. Robinson and Last (2009) affirm that the process of allocating public funds should be guided by the maximization of an appropriate social welfare function. Thus, in allocating and implementing budgets, schools should look for a mix of funds that would maximize their overall performance. Massy (2007) observes that budget allocation and implementation in schools involves decentralizing responsibilities in order to mitigate problems of conflicts between different stakeholders. Decentralizing budget allocation and implementation enables different departments to be involved in the process and serves as a motivation of improving school performance. He notes that budget allocation and implementation should reflect the priorities and the preferred future state of the school. This helps in making sure that all the stakeholders support the approved budget and this guarantees its successful implementation.

Budget control involves using budgets in controlling the operations of schools (Waygandt et al, 2009). It encompasses the use of budget reports in order to ensure that the planned school objectives are achieved. This implies that school departments must prepare periodic reports to

the management that analyze any differences between the actual and the planned level of performances. According to Kung at el (2013), budget control provides schools with the necessary information which is relevant to its operations and performance. Thus, schools can achieve their performance objectives by ensuring effective budget control. According to Hildreth (2013), the use of budget as a control mechanism makes sure that funds are used according to an established set of objectives and priorities. Additionally, budget control ensures that schools are able to achieve their objectives in an efficient manner. This suggests that budget control can provide schools management with a means of ensuring that funds are used proficiently towards the achievement of the set performance standard. Breul and Moravitz (2007), observe that budgeting serves as a means of placing greater importance on the achievement of the overall objectives of a school. This implies that budget control assist in ensuring that school management and departments are devoted towards improving performance. Therefore, schools can use budget control in order to facilitate implementation of their strategies thereby improving their performance.

According to Okumbe (2008), the purpose of the school budget includes first, estimating receipts (Income) and expenditure (Costs). This enables the educational organization to obtain accurate estimates of the anticipated. Secondly, comprehensive and equitable view of all services a budget enables an educational organization to have a comprehensive view of all services regardless of their magnitude. The analytical look will provide equitable allocation of financial resources in all services of educational organization. Thirdly, basis for Accounting which is accounting for funds spent to achieve educational objectives it possible to ascertain whether funds have been spent efficiently. The budget plan therefore helps in stimulating confidence among parents, educational officials and the school community as a whole. Fourthly, it determines the Quantity of Services.

Budgeting facilitates plan for evaluating the quality and quantity of services needed in an educational organization. The educational needs of a society must thus be constantly appraised in keeping with changing needs of the society. Fifthly, it is a plan for attaining purposes. A school budget is a plan for attaining the purposes of an institution.

It is imperative therefore that the purpose for which an organization is founded must be stated in clear terms. An effective manner desired by the society. Sixthly, conferment of authority involving a budget plan which has been approved by the responsible bodies provides an educational organization with the authority to charge fees and other levies, and to spend the monies on the approved items. Educational organizations can only cullet (collect) monies as stipulated in the approved budget and spend such money as authorized in the budget plan. Finally, it is an economic administration of an educational organization. A well planned and executed budget enables educational organizations to be managed over estimated costs of education and this in turn effects the overall provision of educational services. A budget plan ensures prudent financial management (Okumbe (2008)).

Motsamai (2009) did a study on financial management capacity as stated in the manual for principals of secondary and high school in Lesotho. Their findings revealed that, despite the policy documents extensive directives on financial planning and organization problem regarding budgeting, the collection and recording of school fees, lack of administrative support was paramount / abound. There was an absence of a clear policy directive on financial leadership and arbitrary auditing practices. The study further revealed that, the existence of a financial policy will inevitably lead to sound financial management in Lesotho school and consequently quality education.

Sahon (2012) noted that budgeting is a means of relating expenditure to the achievement of objectives. However, in breaking the budgetary process down, it can be seen that it also enables the organization to plan, coordinate, control and evaluate its activities. The budgetary process has four sets of components. The first component is planning; budgets are financial expressions in a quantified form of organizations activities. They will lay down that „X“ amount is to be spent on an activity in a specific time period. A budget can demonstrate that the organization like a school plans to spend a certain amount on staffing or spend another amount on an extension to its buildings. It is therefore, a quantified plan for action. The parallel action to this is the How of communication. If planning is to achieve anything, then it has to be communicated and understood by all members of the organization. The second component of budgeting is that of coordination, Budgeting bring together a series of activities so that the amounts to be are organized in such a way that they contribute to meeting the organization’s objectives.

Organizations will fail unless the diverse set of expenditure activities dealing with staffing, materials, equipment (to mention a few) are brought into focus by operational zing the plan so that it is managed to achieve its objectives. This management activity can and should be a major motivational tool. It is a means of involving staff in bringing together the school’s activities so they have both the bigger picture and an understanding of how the parts fit together and their role in the activities Sahon, (2012). A third component of the budgetary process is that of Control. By approving expenditure on one particular activity and not on another, an organization relates and governs the activities of its employees to the achievement of specific objectives. How the control is exercised through a monitoring process is crucial. It can be a means of setting frameworks that are seen as clear and fair. As such, how its process is handled can significantly contribute to the success or otherwise of the budgetary process. The fourth component of budgeting is evaluation,

this is the process of checking whether the expenditure has been undertaken as planned, whether the outcomes have been achieved and whether the best alternatives were utilized. Information is to be used not only to frame the following years' process but also to gain commitment to that process (Sahon, 2012).

Chivore (2015) expressed that in Zimbabwe school Development Committees have been empowered to raise funds through other means and not school fees and levies alone to keep the fees low. They also have the overall control of funds through budget. They are planning and control of funds and fund raising are imperative in financial management and should contain information on sources of funds, methods of collecting this revenue, accounting procedure, auditing and projects to be financed. School Development Committees are also responsible for the establishment of school funds account with a commercial bank in the school name in which all funds are to be transacted are to be done taking into consideration building fund, all examination fees, all practical subject fees, and money received from any source (Chivore, 2015). These activities are part and parcel of the practices involved in school budget planning aimed at achieving school effectiveness.

According to Pampalis (2012), in South Africa school financial planning and management was part and parcel of decentralization policies after the changing political climate. The school governing boards were established to manage school funding practices. They were responsible for all budgetary plans related to non- salary expenses such as provision of infrastructure, premises maintenance and development of a budget for approval at parents meeting (Pampalis, 2012). However, little is known on whether the efficiency and effectiveness of decision making were not guaranteed. Experience from KwaZulu-Natal Region showed that there was lack of

finance in many schools suggesting that the Governing Bodies were not performing their functions to the expected standards.

2.3. Summary of the key literature gaps

In the reviewed studies there exists a general agreement among authors like Dimmock (2009), Hopkins et al. (2011) and Leithwood et al., (2010) that school planning improved school effectiveness as measured from the learning and learner performance. Similarly, Boy (2006) alongside Wayne & Youngs (2013) concur that better staffing was associated with better performance in schools just as in the case of Tooley and Guthrie (2007) that proper budgeting assisted in ensuring accountability resulting in increased effectiveness in schools. What is however unfortunate is that conceptual, contextual, methodological and philosophical gaps exist in the reviewed literature as outlined; In the first case none of the studies are clear on the extent or magnitude of the effect different management practices on school effectiveness. Some studies are only assertions without empirical backing yet there are no studies particular to the UPE schools in Nebbi district, Northern Uganda. Therefore, this study that would encompass both quantitative and qualitative aspects of management practice and school effectiveness within Uganda would be best suited to unearth the gaps.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the methodology that was adopted in the process of undertaking the study is provided. It provides the research design, area of study, population, sampling technique and selection alongside research instruments. It also provides information about the data collection procedure, data analysis, anticipated challenges and ethical considerations.

3.1 Research design

This study adopted cross sectional survey design which was both quantitative and qualitative in nature. The cross-sectional design was chosen because it permits collection of information from participants at a single point in time. And the design appropriately fitted in the time allowed to undertake the study. The quantitative approach was adopted in sampling, data collection, data quality control and data analysis. Quantitative data was selected to numerically predict the situation while qualitative data was used to understand the case in depth. This adoption of the quantitative approach also allows quantification and moreover applied in order to describe current conditions or to investigate relationships. According to Amin (2005), a mix of the two approaches enables triangulation which makes it feasible for the researcher to make well informed findings and conclusions.

3.2 Area of study

The study was conducted in Nebbi district which is in the northern part of Uganda. This district is located approximately 48 miles by road, southeast of Arua, the largest town in the sub-region

of West Nile province. The district was of choice in this study because it is where majority schools are described as ineffective.

3.3 Study Population, Sampling Techniques and Selection

3.3.1 Target population/Study population

The target population constituted all teachers and their head teachers in UPE schools in Nebbi district (1022). The motivation for this population was based on the fact that such teachers and the head teachers are the key actors in promoting school effectiveness and they have got the right information in as far as management practices and the school effectiveness is concerned.

3.3.2 Sample

A sample is a part of the targeted population that is systematically selected to represent the whole population.

3.3.3 Sample Size

In Nebbi district, there are 91 primary schools that are government aided, according to (Nebbi District Local Government, 2018). The district has got 931 primary teachers and 91 head teachers of which according to Krejice and Morgan (1970), 278 teachers and head teachers constituted the sample size (25 Head teachers and 253 Teachers) randomly selected. They were targeted to represent the entire population (the 1022 teachers) and only 8 Government primary schools were selected. The sample distribution is as indicated in the below table.

Table 3.1: The sample size

Category	Population (N)	Sample (n)	Sampling technique
Head teachers	91	$\frac{91}{1022} \times 278 = 25$	Random
Class teachers	931	$\frac{931}{1022} \times 278 = 253$	Random
Total	1022	278	

The study targeted 278 respondent teachers and head teachers, however, received responses from only 269 respondents. Thus the response rate was 96.8%.

3.3.4 Sampling Technique and Selection

In regard to sampling technique and selection, the participation of both the head teachers and teachers were selected using stratified simple random sampling design. The teachers first stratified the respondents into head teachers and class teachers. These teachers were selected using the lottery method. Specifically, the teachers were allocated numbers on small identical folded sheets of paper and placed in an enclosed box. The numbers allocated to the folded sheets of papers were more than the sample of 253 for cases of the teachers and more than 25 for the cases of the head teachers. The folded sheets of papers were then shuffled and then picked without replacement. The teachers that picked identical papers with number 1 to 253 were considered for the study. Similarly, head teachers that picked folded papers sheets with numbers 1 – 25 were considered. The random sampling design was chosen because it gives equal opportunity for each and every teacher to be included in the study.

Some 3 head teachers as the key informants were purposively selected. This method was of choice because it permits getting information from only participants with the necessary knowledge about management practices used in schools and issues of school effectiveness.

3.4 Research methods and instruments

3.4.1 Data collection methods

The study made use of a Questionnaire method to gather information from the different teachers. This method was chosen because it allows the researcher to collect a large amount of data in a relatively short period of time. Besides it is less expensive than some other data collection methods. In a similar way the Key interview method was used to collect the qualitative data from the Head teachers as key informants.

Questionnaire: In undertaking research studies, a questionnaire is an instrument consisting of a series of questions for the purpose of gathering information from respondents. This study made use of investigator administered questionnaires specifically designed in accordance with the study objectives. The questions contained within the questionnaire were both closed-ended and open ended. The closed ended questions made use of an ordinal scale following a Likert style. The questionnaire as a tool was of choice because it maximizes the proportion of subjects answering or simply put it receives a high response rate.

Interview guide: The interview guide was constructed in an orderly and complete manner as to collect information from Head teachers as the key informants. In this study the interviews were basically oral. This tool was chosen because it allows the interviewee to freely air out what they wish to the maximum.

3.5 Research procedure

Following the approval of the research proposal, the researcher obtained a letter of introduction from the Kyambogo University, School of Post Graduate Studies, for introductory purposes to the relevant authorities within Nebbi district up to primary schools. This was followed by

seeking informed consent from all the teachers before proceeding with the interviews. After data collection, the researcher analyzed it and the findings were compiled into a report.

3.6 Quality Control of the instruments

3.6.1 Validity of Instruments

The Validity of the instruments was measured by using the Content Validity Index (CVI) where 5 experts in school administration were asked to act as inter-judges vetting the content in the questionnaire and in the structured interview. Items in the instruments were also subjected to content validity by the supervisor. Accordingly, the researcher computed the validity of the questionnaire and the interview guide basing on the formula of Amin (2005) as below;

$$\text{CVI} = \frac{\text{No. of items declared valid}}{\text{Total No. of items in the instrument}}$$

In this study, the validity of the questionnaire items and structured interview items was established by computing the CVI and was found above 0.7, thus the researcher then declared the instruments as being valid; since, according to Amin (2005) an instrument which has an average index of 0.7 or above is accepted as being valid.

3.6.2 Reliability

Reliability of the instrument on the multi-item variables (planning, staffing and budgeting) was measured using Cronbach Alpha Coefficient method provided by Statistical Package for Social Science, SPSS (Foster, 1998 cited in Bakkabulindi, 2008) after conducting a pilot study involving 15 teachers from Primary Schools within Zombo District which are not part of the selected Primary schools to be involved in the study. Teachers filled the questionnaires and the data from the questionnaire was used to calculate Cronbach's alpha reliability coefficient. And

the Cronbach 's reliability Analysis of the pilot study indicated that the alpha for questionnaire for teachers (Appendix A) tested is above 0.7, the instruments were considered reliable for the study according to (Amin, 2005).

3.7 Data analysis and presentation

The successful collection of the data was followed by data coding before being entered and analyzed in the computer using the Statistical Package for Social Science (SPSS) for generation of summary frequency tables. The univariate results from the analysis as per the socio demographic characteristics and thus relationship of planning, budgeting and staffing was presented using tables and graphs. The latter three (3) were measured on an ordinal Likert scale. The different however the influence of planning, staffing and budgeting on school effectiveness was established using Pearson Correlation analysis. Specifically during the analysis, the Pearson Correlation test statistic was used in testing to establish whether a relationship or an effect exists between management practices and school effectiveness and which direction is the effect. The analysis also included the adjusted R², analysis of the variance and the linear regression. The linear regression modal was specified as follows;

$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \dots + \beta_ix_i$ where Y – school effectiveness and x_i the independent variables that's the management practice dimensions. While the adjusted R² was used to establish the extent to which management practice explains school effectiveness, the linear regression was used to establish the direction of influence.

3.8 Ethical considerations to the study

The researcher first sought permission from relevant authorities before proceeding with the data collection. The researcher then sought informed consent from the Head Teachers and Teachers who were first informed about the purpose of the study. To ensure confidentiality, different

names instead of the names of correspondents were used. The researcher also promised privacy of information to be rendered. Voluntary participation was sought for from the respondents and they were informed of their free withdrawal at any point they deemed fit. After this, teachers were requested to consent to participate in the study. The data was then collected from only those teachers who consented to participate in the study.

3.9 Anticipated challenges (limitation and delimitation).

The teachers in some instances feared responding to the questions and giving appropriate information. In this case, the researcher ensured to build an appropriate rapport with the teachers. The time to carry out the study was also not adequate. The researcher however trained some assistants who helped in the faster collection of the data.

There was also a challenge of having enough resources especially in terms of acquiring timely funding to undertake the study. Here the researcher made use of some saving and even borrow from friends and relatives for the purpose of solving financial constraints.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

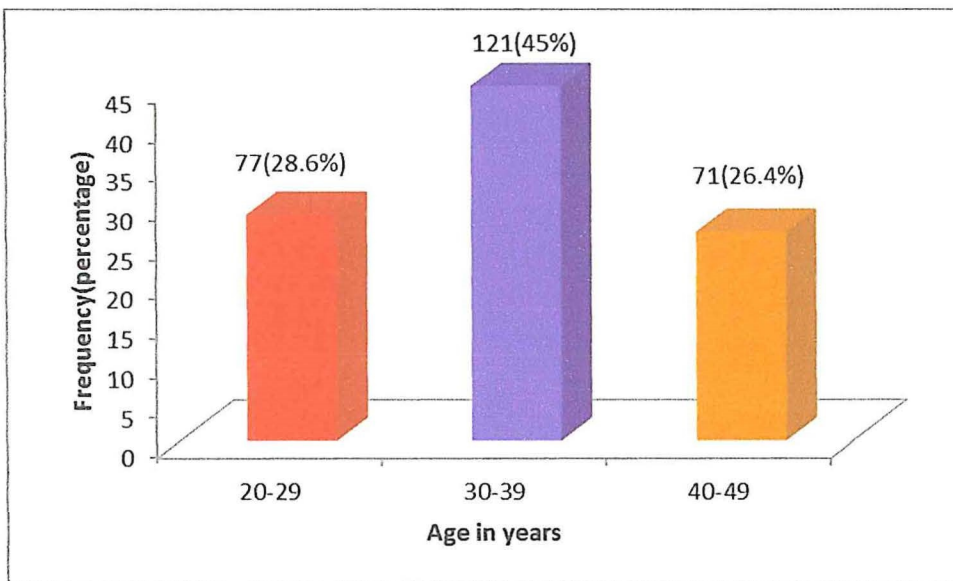
This study targeted a total of 278 teachers and head teachers, however, received responses from 269 respondents giving the respond rate of 96.8%. This chapter thus, provides the findings in relation to management practices and school effectiveness in Nebbi District according to the objectives.

4.2 Demographic characteristics

In this section the findings in relation to the background characteristics of the respondents are presented. In particular the findings related to their age, gender, marital status, religion and education level are presented.

4.2.1 Age in years

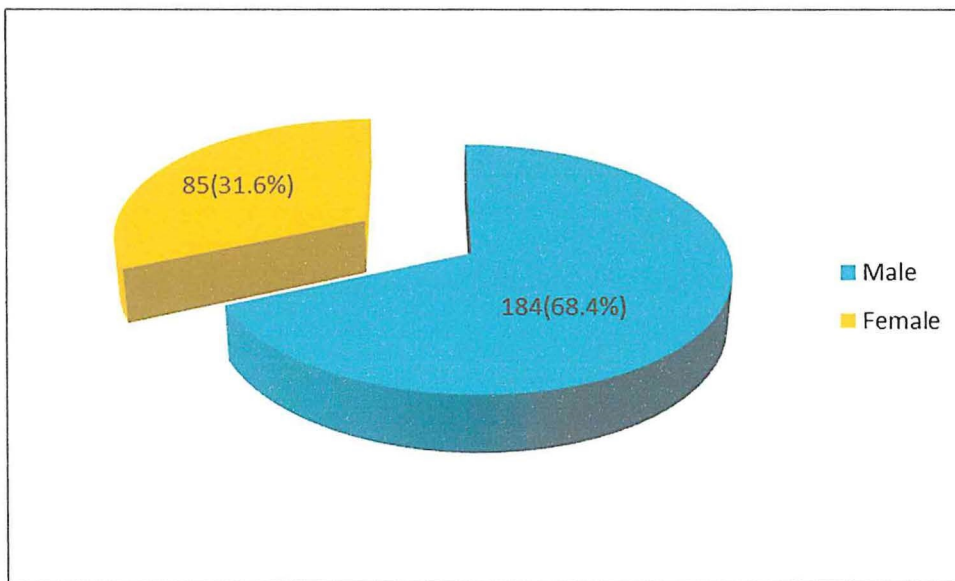
Figure 4.1: Age distribution of the respondents



The study results as in figure 4.1 above indicates that most of the respondents were in age range of 30 to 39 years 121(45%) as compared to the least number of respondents who were in the range of 40 to 49 years 71(26.4%). Result also shows some respondents who were in the age range of 20 to 29 years 77(28.6%). suggesting that majority of the respondents were not matured enough to address school ineffectiveness and they are indifferent with management practices such as scheming and lesson planning .And being youthful, they tend to dedicate most of their time to leisure activities compared to school programs leading to school ineffectiveness.

4.2.2 Gender

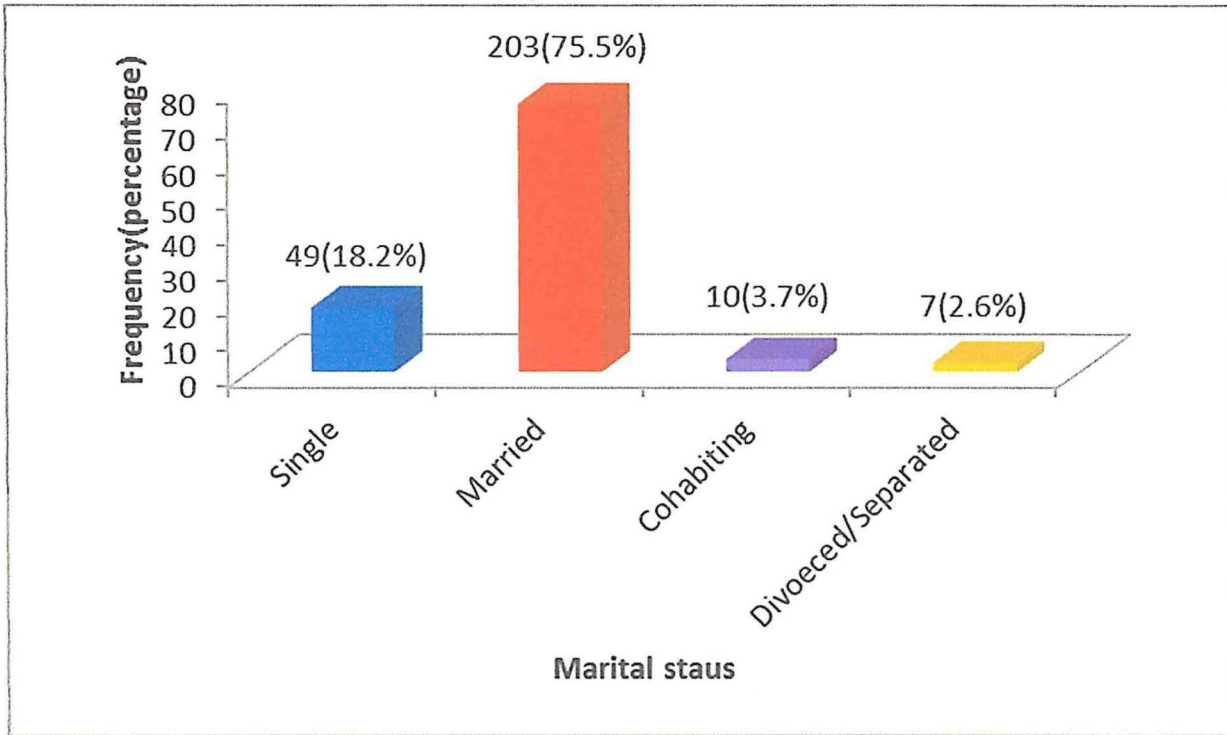
Figure 4.2: Gender distribution of the respondents



The research findings as in figure 4.2 above indicate the majority respondents as males 184(68.4%). This is compared to the minority respondents who were females 85(31.6%).The ineffectiveness could be attributed by the fact that males prefer doing their own procedures as opposed to women who are kin and loyal at following the guidelines and try to cooperate with the school administration more than the majority “the male teacher”.

4.2.3 Marital status

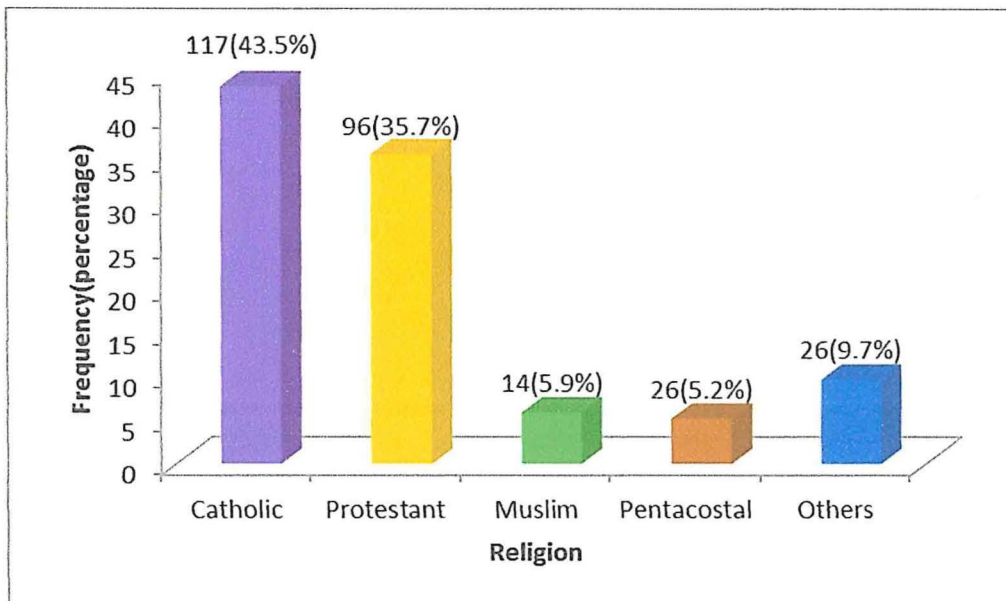
Figure 4:3 marital statuses of the respondents



The study results as in figure 4.3 above indicate that more than a half of the respondents were married 203(75.5%) as some respondents were single 49(18.2%). Results also reveal some few respondents who were cohabiting 10 (3.7%) and the least number of respondents were divorced 7 (2.6%). The school ineffectiveness could be due to the fact the majority married staff members dedicated much of the time to their families and thus failing to adequately dedicate their extra time for school activities.

4.2.4 Religion

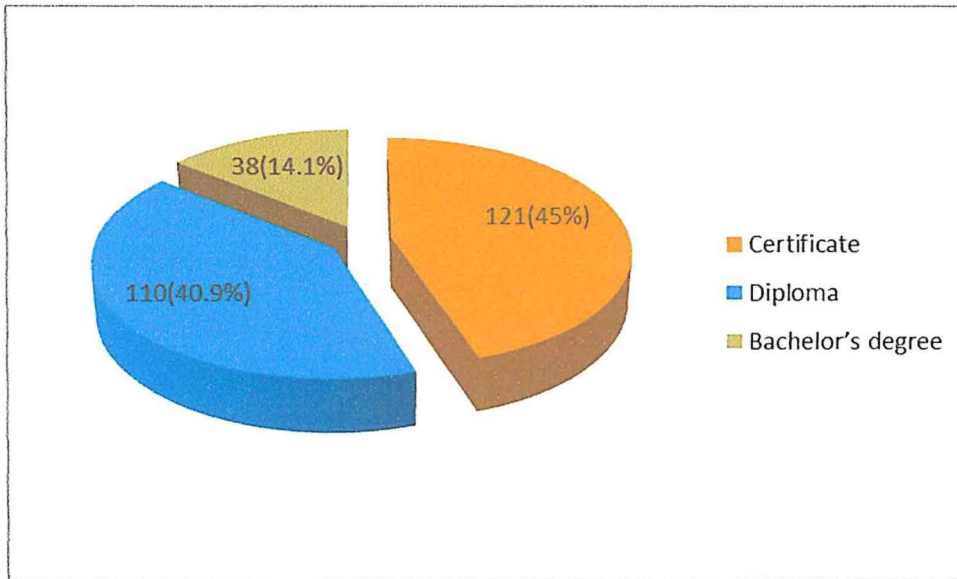
Figure 4.4 5: Religious affiliations of the respondents



The research finding as in figure 4.4 above show that majority respondents were Catholics 117(43.5%) as compared to the minority respondents who were Muslims 14(5.9%). Findings also indicate that a good number of respondents were protestants 96(35.7%). Study results also reveal that few respondents were Pentecostal 16(5.2%). However results show respondents who belonged to other religions than the mentioned, were 26(9.7%). The majority Catholic staff could have failed to cooperate with the rest of the staff during planning and sharing of ideas leading to school ineffectiveness.

4.2.5 Education level

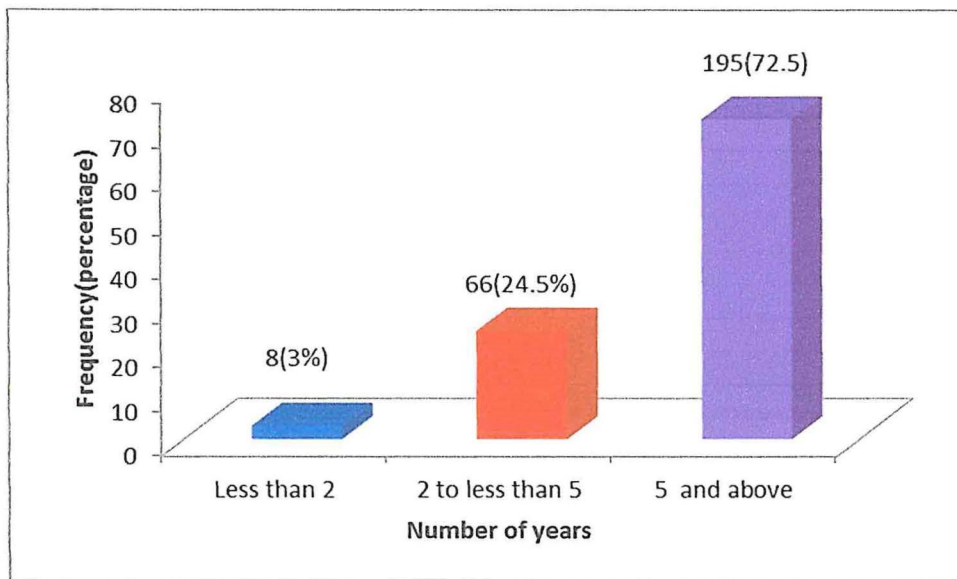
Figure 4.5: Education levels of the respondents



The research findings as in figure 4.5 above show that majority respondents were certificate holders 121(45%). This is compared to the minority respondents with Bachelor's degree with education 38(14.1%). Findings also indicate that almost a half of the respondents were Diploma holders 110(40.9%). The ineffectiveness in school could be due to the fact that the majority staff certificate holders lack adequate teaching skills that resulted into ineffective learning of pupils. And Head teachers who are diploma holders might fear to monitor and supervise teachers with degree certificate, hence school ineffectiveness.

4.2.6 Years spent working in the organization

Figure 4.6: Years spent by respondents working in companies



The study results as in figure 4.6 indicate that majority respondents had working experience of 5 years and above in teaching 195 (72.5%) as compared to the minority respondents who had an experience of less than 2 years 8(3%). Findings also indicate that some respondents had working experience of 2 to less than 5 years 66 (24.5%). The school ineffectiveness could be due to the fact that the majority highly experienced staff fault the normal routine of planning and scheming for effective teaching and the headteachers who have spent such number of years look at budgeting as a normal routine that can be done singly in the pretext of they know better hence this is hindering effective use of fund and proper decision making.

4.3 Management practices

The study was set to determine the extent to which prevalent management practices affect school effectiveness in Nebbi District. The study results in relation to management practices are as presented and discussed in the following subsections.

4.3.1 Planning

The first objective of the study was to establish relationship between planning and primary school effectiveness within Nebbi district. The descriptive results about the planning are presented below;

Table 4.7: Descriptive statistics on planning

Planning aspects	Mean	Std. Deviation
In this school, planning enables its community to develop a clear vision of what the school is about	4.02	0.82
A clear vision of where the school is going is always developed during school planning	3.99	0.91
The planning in this school involves the lowest person first which has improved the standards of learning	3.53	1.23
The top are the only ones who plan on how staff members can gain new skills	3.39	1.43
In this school the planning that starts right from down identifies those who will be responsible for each element, phase, or stage	3.77	1.02

	3.88	1.41
The planning that involves only the head teacher in this school never promotes generic skills		

Overall mean	3.76	1.14
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The research finding with regard to planning as in table 4.7 above shows that planning in schools highly enables communities to develop a clear vision of what the school is about (Mean = 4.0223, S.D = 0.82).

The study results reveal that a clear vision of where the school is going is often developed during school planning (Mean = 3.99, S.D = 0.91) and that, the planning that involves only the head teacher in school often fails to promotes generic skills (Mean = 3.88, S.D = 1.41). Results also indicate that the planning often starts right from down identifies those who will be responsible for each element, phase, or stage (Mean = 3.77, S.D = 1.02) and that the planning in schools often involve the lowest persons first which has improved the standards of learning (Mean = 3.53, S.D = 1.23)

Findings also show that the top are sometimes the only ones who plan on how staff members can gain new skills (Mean = 3.39, S.D = 1.43).

In all, the overall result of planning in schools in Nebbi district is often done but with some variation from low to very high level. (Mean = 3.76, S.D = 1.14) This finding shows how inconsistent some schools are as far as planning is concern. And it calls for the concerted **effort** its operation.

The study also agreed with the following as stated by the key informants in the interviews;

“Yes, we undertake planning at every beginning of the year and thereafter on termly basis. Planning is done through involvement of different school departments after which the different plans are discussed in the general planning meeting organized by the head teacher, the plans are later approved by the SMC and the PTA there after the responsible people are identified to take up the implementation.”¹¹

“Yes, the plan is undertaken termly. The subcommittee comes with the work plan that is presented to the head teacher; it is then discussed by the whole staff in the meeting arranged by the head teacher where it is gone after for effectiveness. The plan is then forwarded to the SMC for approval that later alone becomes a school document to be implemented. At the end of the term, the plan is evaluated.”¹²

Yes, it is done weekly, termly and annually depending on the various activities of the school. First of all the different department plan for what is required for their areas, then these plan activities are brought together for the approval and verification by the whole staff. Having viewed the plans, the school administrator submits it to the SMC and the PTA to approve for implementation.¹³

Yes, planning is majorly undertaken at every beginning of the term and may be where a need arises. It is done by assessing of the organization, identifying the activities to be done, finding out the agency of activities, identifying the responsible persons to do the activities, meeting the different scholars and creating awareness to the implementers of planned activities.¹⁴

Yes, we undertake planning once a year as the staff under each department and a review of the plan is done termly when there is need for making change.¹⁵

We undertake planning frequently. Planning begins right from the lower level with departmental bodies (head of subjects) and their members who later submit their plans to

be discussed by the general staff bodies where a plan can either be adopted or rejected. The adopted plans are merged with the administrative plans and taken for further approval by the SMC before implementation.16

Yes, we do planning on a routine like annual work plan of the school thereafter action plans are generated from annual work plan as well as emergency planning to address urgent issues. Planning is done by consulting all the school stakeholders regardless of the marginalized. Getting their views and putting the agreed activity on paper while considering the monetary and resources.17

4.3.2 Budgeting

The second objective of this study was to examine relationship between budgeting and primary school effectiveness within Nebbi district. The descriptive results about the budgeting are presented below.

Table 4.8: Descriptive statistics on Budgeting

Budgeting aspects	Mean	Std. Deviation
The budgeting process in this school involves all members right from down assists much in ensuring accountability in the use of funds	3.97	0.94
There are inefficient uses of funds in this school because budgets are only done by the top administrators of the school only.	2.75	1.44

Budgeting makes this school more economic, efficient and effective, and modeled on private sector ideals	3.85	1.14
The supportive managerial performance in the tasks with in this school are mainly because all staff are involved in the budgeting	3.87	1.02
There are poor decisions made in relation to school program and finances because it is only the top management staff involved	2.54	1.49
There is exclusive involvement of the different departments in the budgeting process in this school	3.37	1.38
The budgeting process which involves lower staff in this school facilitates implementation of the school strategies	3.79	1.10
Overall mean	3.45	1.22

The study findings as in table 4.8 above show that the budgeting process in the school involves all members right from down assists much in ensuring accountability in the use of funds (Mean = 3.87, S.D = 1.02) and the supportive managerial performance in the tasks within the school are mainly because all staff are often involved in the budgeting Mean = 3.87, S.D = 1.02).

The study findings also show that budgeting often makes school more economic, efficient and effective, and modeled on private sector ideals (Mean = 3.85, S.D = 1.14) and that the budgeting process which involves lower staff in the school often facilitates implementation of the school strategies (Mean = 3.79, S.D = 1.10).

The study findings show that there is sometimes inefficient use of funds in the school because budgets are only done by the top administrators in this school (Mean = 2.75, S.D = 1.44) and that

there are sometimes poor decisions made in relation to school program and finances because it is only the top management staff involved (Mean = 2.54, S.D = 1.49)

Generally, the budgeting in schools in Nebbi district is always undertaken with exception of some few schools (Mean = 3.45, S.D = 1.22). The results indicate how uncertain some schools are when it comes to budgeting and in suggestion of the needs to be implemented. This result was also agreed to during the interviews as in the following verbatim;

“The school does not do budgeting as it is limited by the inadequate resources and the implementing agent who sometimes divert the intention of the staff.”¹¹

“Yes, we do budgeting. First of all, the different sub committees have their own propose budget submitted to chairperson of finance which is compiled and taken to the HT for approval and is used from the guide when then is presented during the budget by the finance committee .Later alone propose budget is taken to the SMC for approval and money is paid to the different departments for implementation. The budget always looks at the priorities.”¹²

“Yes we do budgeting where all the teaching staff members who are also members to the departmental bodies sit together to look into their priorities which are later put together for the budgeting and the allocation is done according to the different budget areas. The budget later is blessed by the SMC then the money is withdrawn from the bank and put into use.”¹³

“Yes, the budget is done; the first budget is annual budget estimates which are done after submission of the departmental needs. It is then followed by supplementary quarterly budgets which also involves all departmental heads.”¹⁴

“Yes, the procedures are from school departmental heads, PTA and SMC and at least the school prefects (head prefects) are allowed to attend the budget and to give their views”I5

“Yes budgeting is done where the head teacher and the school finance first come with their areas of priorities which is then put forward to the staff and the departmental heads and it’s only the school finance who attends the budget meeting.”I6

“Yes we budget. The departmental heads first sit to come up with what is required in their areas, later they meet to evaluate their budget and minutes it be approved by the SMC.”I7

“Yes, we do some budgeting in this school. The budgeting procedures are learners, teaching staff and SMC members are consulted. The departmental heads come up with should be done in their areas. Then teaching staff and two pupils’ representative sit for the budgeting which is later approved by the SMC members in their meetings.”I8

4.3.3 Staffing and school effectiveness.

The third objective of this study was to establish relationship between staffing and primary school effectiveness within Nebbi district. The descriptive results about budgeting are presented below;

Table 4.9: Descriptive statistics on staffing

Staffing aspects	Mean	Std. Deviation
In this school there is lower recruitment of teachers that leads to poor performance in schools	3.25	1.44

The school has got the right mix of staff members to spur school effectiveness	3.69	1.12
The staff members selected in	4.39	0.81
The staff members regularly receive pre-service professional training	3.66	1.08
The staff members in this school attend workshops, seminars and indoor training to perform better	3.86	0.96
There are development programs that enable teachers to master relevant content areas in this school	3.75	1.05
Overall mean	3.77	1.08

The study results with regard in relation to staffing as in table 4.9 above show that the staff members selected in schools often have necessary educational qualification (Mean = 4.39, S.D = 0.81). The study results reveal that the staff members in this school often attend workshops, seminars and indoor training to perform better (Mean = 3.86, S.D = 0.96) and that there are often development programs that enable teachers to master relevant content areas in this school (Mean = 3.75, S.D = 1.05). Results also indicate that the schools are often with the right mix of staff members to spur school effectiveness (Mean = 3.69, S.D = 1.12) and that the staff members often receive pre-service professional training (Mean = 3.66, S.D = 1.08).

Findings show that in the school, there is sometimes lower recruitment of teachers that leads to poor performance in schools (Mean = 3.25, S.D = 1.44)

Staffing of schools in Nebbi District is highly effective but varies from school to school (Mean = 3.77, S.D = 1.08). The results therefore call for the efforts to ensure staffing in schools is done adequately.

The key respondent head teachers reported that;

“The staffing is not adequate enough as the school has the total enrolment of 1236 pupils but with only 13 teachers. Staffing is done by the district depending on the staff ceiling; the school then allocates classes depending on the capacity of each teacher.”¹¹

“The staff is inadequate making the work hard because of the overload, however, the worker is reduced by remedial (morning and evening) to cover some topics. Parents are willing to solve the issue of staff inadequacy by making contribution for the school to get more staff.”¹²

“The staffing in this school is adequate as a number of teachers can correspond to a number of pupils. Staffing is done from the district depending on the pupils ‘enrolment. However in some schools the ceiling does not correspond to the number of teachers deployed.”¹³

“The staffing in this school is not as expected. There is staffing gap of six teachers that makes teaching difficult given the enrolment. Teachers are assigned responsibilities and level of commitments of which responsibilities are proposed by the head teacher and confirmed by the staff during staff during staff planning meeting.”¹⁴

“The staffing rate is inadequate at ratio 1:80, teachers to students the staff ceiling reads 13 out of which there are only 10 teachers. Whereas staffing is the district concern, in the school, it is done by the school heads and the teachers who first look at the specialization for each teacher and the experience the teacher has.”¹⁵

“To some extent the staffing of this school is okay because the staff ceiling is met of 21 teachers with enrolment of 1305 pupils. Each class is allocated with a teacher and there

is always a floating teacher for the class and the appointment of the teacher per class is discussed during the first term staff meeting where teachers with remarkable knowledge on a particular subject are allocated to teach a particular subject.”I6

“Staffing in this school is inadequate as the enrolment ratio is 1:85 which is creating more hard work for teachers to cover the syllabus and teach respectively. Duties are assigned to all the staff, class allocation is done according to the experience and knowledge of a teacher in specific fields.”I7

“The practice of staffing in the school is done from the district headquarters and the staffing position of the school depends on the number of learners in the school. In the school we do staffing deployment bearing in mind the different levels, specialization tribe and number of streams in the school.”I8

4.4 School effectiveness

Table 4.10: Descriptive statistics on school effectiveness

School effectiveness aspects	Mean	Std. Deviation
This school performs equally high when it comes to the primary leaving examinations	3.26	1.09
There is a good relationship between the community and school administration	3.91	0.76
There is cohesion within the staff members as demonstrated by the team spirit	4.00	0.91
The administration ensures a safe and orderly environment in this school	4.03	0.84

The school has got adequate instructional materials for both the teachers and the pupils	3.17	1.18
The recommended syllabus is covered adequately and in a timely manner	3.33	1.13
The repeat rates in which pupils have a class are very low in this school	3.36	0.95
The school has got relevant study materials that fit the require standards	3.41	1.08
The teachers in this school provides assessment to the pupils which are adequate enough	3.94	0.82
The teachers always provide feedback to their pupils	4.15	0.57
The teaching in this school is such that it provides opportunities for revising work among the pupils	4.06	0.63
Overall mean	3.69	0.91

The study results in regard to the relationship to school effectiveness as in table 4.10 above show that the teachers always provide feedback to their pupils (Mean = 4.15, S.D = 0.57). The study results reveal that the teaching in this school is often such that it provides opportunities for revising work among the pupils (Mean = 4.06, S.D = 0.63) and that the administration often ensures a safe and orderly environment in this school (Mean = 4.03, S.D = 0.84). Results also indicate that there is often cohesion within the staff members as demonstrated by the team spirit (Mean = 4.00, S.D = 0.91) and that teachers in school often provide assessment to the pupils which are adequate enough (Mean = 3.94, S.D = 0.82)

Findings show that there is often a good relationship between the community and school administration (Mean = 3.91, S.D = 0.76) and that the school often has relevant study materials that fit the require standards (Mean = 3.41, S.D = 1.08).

The study findings also show that the repeat rates in which pupils have to resist a class are sometimes very low in schools (Mean = 3.36, S.D = 0.95) and that the recommended syllabus is sometimes covered adequately and in a timely manner (Mean = 3.33, S.D = 1.13).

The study results also show that this school performs equally high when it comes to the primary leaving examinations (Mean = 3.26, S.D = 1.09 and that the school has often had adequate instructional materials for both the teachers and the pupils (Mean = 3.17, S.D = 1.18).

On the overall, the study results indicate that there are high levels of effectiveness in schools in Nebbi District which varies from average to very high level (Mean = 3.69, S.D = 0.91). This findings call for the need to train more staff in some schools to improve on school effectiveness.

4.5 Correlation results

4.5.1 Planning and school effectiveness

Table 4.11: Pearson Correlation results between planning and school effectiveness

Correlations		
		School effectiveness
Planning	Pearson Correlation	0.416**
	Sig. (2-tailed)	0.000
	N	269

****Significant at 5%**

A Pearson product moment correlation was ranked to distinguish the relationship which exists between planning and school effectiveness in Nebbi district as shown in the above table. The study findings shows a weak positive significant correlation between Planning and School effectiveness of schools in Nebbi District ($r = 0.416^{**}$, Sig. =0.000). This relationship if predictive is such that the better the planning, the higher the levels of effectiveness of schools in Nebbi District and the poorer the planning the lower the levels of effectiveness of schools. This implies that where the planning is well implemented, there are always high levels of school effectiveness.

4.5.2 Budgeting and school effectiveness

Table 4.6: Correlation results between budgeting and school effectiveness

Correlations		School effectiveness
Budgeting	Pearson Correlation	0.345 ^{**}
	Sig. (2-tailed)	0.000
	N	269

*****Significant at 5%***

A Pearson correlation moment was ranked to determine relationship between budgeting and school effectiveness in Nebbi district as shown in the table above. The study findings show a weak positive but equally significant correlation between Budgeting and School effectiveness of schools in the District ($r = 0.345^{**}$, Sig. = 0.000). This relationship if predictive is such that improvements in Budgeting results into improvements in School effectiveness. But if budgeting declined, there will be School ineffectiveness. This shows that where budget is well implemented, there is always high level of performance.

4.5.2 Staffing and school effectiveness

Table 4.13: Correlation results between staffing and school effectiveness

Correlations		School effectiveness
Staffing	Pearson Correlation	0.615**
	Sig. (2-tailed)	0.000
	N	269

****Significant at 5%**

The study findings as presented in table 4.13 above show a moderate significant positive correlation between Staffing and School effectiveness of schools in Nebbi District when Pearson moment correlation coefficient was ranked, ($r = 0.615^{**}$, Sig. = 0.000). This effect if predictive is such that improvements in Staffing are followed by increases in the School effectiveness. The study results however show that decline in Staffing results into a decline in School effectiveness.

4.6 Multivariate regression results for the effect of the internal controls on the financial performance

Table 4.14: Multivariate Regression results of management practices on school effectiveness in selected schools in Nebbi district.

(a) Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1 0.698^a 0.488 0.482 4.02163

(b) ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	4081.813	3	1360.604	84.126	0.000 ^b
1	Residual	4285.979	265	16.174		
	Total	8367.792	268			

a. Dependent Variable: School effectiveness

b. Predictors: (Constant), Planning, Budgeting, Staffing

(c) Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	6.582	2.266		2.904	0.004
	Planning	0.389	0.086	0.222	4.541	0.000
	Budgeting	0.252	0.067	0.181	3.748	0.000
	Staffing	0.848	0.071	0.541	11.986	0.000

a. Dependent Variable: School effectiveness

Table 4.14 (a) shows that the adjusted R Square which is a coefficient of determination tells us of the variation in the dependent variable due to changes in the independent variables is 0.482. The figure of coefficient of 0.482 indicates that there was a variation of 48.2% on school effectiveness due to changes in Planning, Budgeting alongside Staffing. It explains the extent to

which changes in the dependent variable can be explained by changes in the independent variables.

Further, Table 4.14(b) illustrates that management practices considered in the study are collectively explanatory variables of effectiveness in schools of Nebbi district ($F_{0.05} = 84.126$, Sig. = 0.000). As shown in Table 4.14(a) management practices explains 48.2% to variations in school effectiveness (Adjusted R Square = 0.48). This is also supported by the regression value of 4081.813 compared to residual value of 4285.979.

Table 4.14 (c) further indicates that planning ($\beta = 0.222$; $t = 4.541$ and Sig. = 0.000), budgeting ($\beta = 0.181$; $t = 5.087$ and Sig. = 0.000) and staffing ($\beta = 0.541$; $t = 11.986$ and Sig. = 0.000) are significant influential management practices of school effectiveness in Nebbi district.

Results in Table 4.14(c) further based on the Standardized Coefficients show that improvements in the staffing ($\beta = 0.541$) contributes highest to the school effectiveness in Nebbi district, followed by planning ($\beta = 0.222$). The study results also show that improvements in budgeting ($\beta = 0.181$) contributes least to improving the school effectiveness in Nebbi district.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter summarizes the major findings consistent to the study objectives and the results presented. The analysis and interpretation were examined in the wider context of the conceptual framework as well as related literature reviewed and in answer to the research questions.

5.2 Summary of the major findings

The current study was intentionally set to determine the extent to which prevalent management practices relate to school effectiveness in Nebbi District. Specifically, the study examined the effect of; planning, budgeting and staffing on the school effectiveness among the selected schools in Nebbi District. Major findings on each of these objectives are presented in the next sub-sections of this section.

5.2.1 Planning and school effectiveness

In relation to planning and school effectiveness, the descriptive statistics results indicated that the planning of the schools in Nebbi district is highly effective (Mean = 3.76, S.D = 1.14) though not very highly. Correlation results indicated a weak positive significant correlation between planning and school effectiveness of selected schools in Nebbi District ($r = 0.416^{**}$, Sig. = 0.000). Regression results revealed that planning aspects ($\beta = 0.222$; $t = 4.541$ and Sig. = 0.000) which are collectively influential factors on school effectiveness among the selected schools in Nebbi district.

5.2.2 Budgeting and school effectiveness

The descriptive results in regards to budgeting and school effectiveness indicated that budgeting in schools in Nebbi district is highly effective (Mean = 3.45, S.D = 1.22). The correlation indicated a weak positive results but equally significant relationship between budgeting and school effectiveness of schools in Nebbi District ($r = 0.345$, Sig. = 0.000). At multivariate level, the results indicated aspects of budgeting ($\beta = 0.181$; $t = 3.748$ and Sig. = 0.000) as collectively influential factors on school effectiveness of schools in Nebbi district.

5.2.3 Staffing and school effectiveness

According to the descriptive statistic results, the respondents rated staffing in schools as highly effective (Mean = 3.77, S.D = 1.08). Correlation results showed a moderate significant positive correlation between Staffing and School effectiveness of schools in Nebbi District ($r = 0.615^{**}$, Sig. = 0.000). The regression results showed that aspects of staffing ($\beta = 0.541$; $t = 11.986$ and Sig. = 0.000) are collectively influential factors of school effectiveness.

5.3 Discussion of findings

In this section, the results presented, analyzed and interpreted are examined in the wider context of the conceptual framework as well as related literature reviewed in chapter two and in answer to the research questions.

5.3.1 Planning and school effectiveness

The first objective of the study was to establish the relationship between planning and primary school effectiveness within Nebbi district .The study findings showed a weak positive significant correlation between Planning and School effectiveness. The results are in agreement with the earlier finding by Dimmock (2009) that there is widespread acceptance among educationalists that school planning in different areas is a powerful means of promoting school effectiveness.

They are also comparable with the earlier finding results by Leithwood (2012), who found that the effect of school planning is a statistically significant factor and accounts for approximately 3 to 5 percent of variance in educational outcomes. The results from this study also agree with the earlier findings by Leithwood, Wahlstrom, and Anderson (2010) that school planning plays major role in the management of schools' resources and it is consistently identified as an effectiveness enhancing condition.

Accordingly, the findings of the study agree with Huber and Conway (2015) who found that school plans are considered roadmaps for driving improvements in student achievement and recommended its implementation globally as an important part of most educational development. In support to planning as an enhancing factor for organizational effectiveness, Kotler & Murphy, (2001 and Armstrong, 2002) wrote that, high quality planning can help organizations of all kinds to achieve their goals, compels leaders and planning teams to set priorities, establish goals, develop strategies, and obtain commitment from staff and other stakeholders.

Similarly ,(Wong, 2003) stated that, “ Instead of spending more money, proper planning enable a school to gain efficiency which reduce costs, freeing up resources to increase on services and performance Thus allows schools to adapt to an ever changing environment and to deal with new challenges in order to increase on its effectiveness . In addition, Hopkins et al. (2011) agrees with the findings when he asserted that,” the underpinning principle of school planning is to improve the standards of learning and learners' performance” And also Berry (1997) had it mentioned that planning is a tool for finding the best future for an organization and the best path to reach that destination as it clarify the organization's plans and ensure that key leaders are all on the same script. This state underscore the importance of planning in promoting school

effectiveness .Furthermore, (Hopkins et al. (2011) asserted that the underpinning principle of school planning is to improve the standards of learning and learners' performance if effectiveness is to be realized in an organization. Therefore the overall findings of the study lead to conclusion that proper planning enhances school effectiveness in primary schools in Nebbi District. Therefore, there is need for Primary schools within Nebbi District to have adequate planning if the schools are to remain effective.

5.3.2 Budgeting and school effectiveness

Amongst, the objective of the study was to establish the relationship between budgeting and school effectiveness in primary school within Nebbi district. The study findings indicated that budgeting among schools in Nebbi district is highly effective. Results at the bivariate level indicate a weak positive correlation but equally significant correlation between Budgeting and School effectiveness. These results are comparable with the earlier findings by Tooley and Guthrie (2007) that budgeting can assist in ensuring accountability in the use of funds and this can lead to increased effectiveness in schools. These results are also comparable with the earlier finding by Hartman (2013) that a budget process that is well planned and integrated with other activities of an organization such as management and planning functions will provide better program and financial decisions that can lead to improved organizational effectiveness. The findings of the current study are also in agreement with the earlier finding by Kung at el (2013) that there is a positive relationship between budget planning and budget emphasis on the performance of the management as well as that of the organization.

The findings on the objective is also in agreement with the statement made by Ekholm and Wallin, 2000, Merchant and Van der Stede, 2003) that budgeting plays key role in managing an institution, both private and public as an important control system in many companies to promote

effectiveness. In a similar manner the role of budgeting in promoting school effectiveness, a research was conducted on the role and the importance of budgeting within organization by (Dugdale ; Lyne& Ahmad et al., 2003, and Joshi et al., 2003). The finding states that effective Budgeting is the most useful tool for planning and controlling activities within companies in both developed and developing countries in realizing efficiency of the organizational successes. Furthermore, (Achim, 2009a) agrees with the finding on the role of budgeting in promoting school effectiveness in school when he stated that, the overall objective of budgeting within the organization should be for providing roadmaps for future activities and to set a series of goals to be achieved and the means by which they can be achieved.

5.3.2 Staffing and school effectiveness

The last objective of the study was to find out the relationship between staffing and primary school effectiveness within Nebbi district. Findings indicated that the staffing of schools in Nebbi district is highly effective. Results at the bivariate level indicated a weak positive but equally significant correlation between staffing and School effectiveness. These results are comparable with the earlier finding by Bryson (2007) that available studies suggest that high or very low pupil to teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa. The results are also comparable with the earlier finding by Boy (2006) that the low recruitment of teachers/staffing leads to poor performance in schools.

The current study results are however not comparable with the earlier finding by Aduda (2005) which indicated that teachers' attitudes towards their work and their pupils, the classroom management and their interaction with pupils as having a great impact on the academic achievement and the retention of pupils in schools, particularly girls. The results are also in

disagreement with the earlier finding by Jepsen (2005) that, teachers experience which is determined by the training teachers go through and the duration of their teaching significantly determines their efficiency in teaching thereby affecting the overall school performance.

5.4 Conclusion

With regards to the findings and the corresponding discussion, the study concludes that management practices (Planning, budgeting and staffing) significantly influence the school effectiveness. The following are the conclusions as per the respective objectives:

5.4.1 Planning and school effectiveness

The first objective of the study was to establish the relationship between planning and primary school effectiveness within Nebbi district. It was thus concluded that a plan that contains a clear vision of where the school is going, involves the lowest person first and identifies those who will be responsible for each element, phase, or stage leads to school effectiveness.

5.4.2 Budgeting and school effectiveness

The second objective of the study was to establish the relationship between budgeting and primary school effectiveness within Nebbi district. The study concluded that the budgeting, in which proper decisions are made in relation to school program, involves the top and lower management staff as well as different departments, support managerial performance in the tasks, leads to school effectiveness.

5.4.3 Staffing and school effectiveness

The third objective of the study was to examine the relationship between staffing and primary school effectiveness within Nebbi district. The researcher concluded in general that adequate

recruitment of teachers, teachers attending ongoing development programs and attendance of pre-service professional training leads to school effectiveness.

5.5 Recommendations

Having given research findings and discussion of the same findings and conclusions derived, this section therefore provides recommendations rising from the significant of the findings in line with the objectives.

5.5.1 Planning and school effectiveness

Basing on significant findings of the first objective of this study, the study recommends the need for the school heads to ensure that planning involves even the lowest person within the schools in order to improve the standards of learning. The study also recommends that planners in schools need to consider planning that starts right from down and identifies those who will be responsible for each element, phase, or stage for proper implementation and that the top managers need to plan on how staff members can gain new skills as to help staff gain the appropriate skills.

5.5.2 Budgeting and school effectiveness

From the significant findings of the second objective of this study, the study recommended for the needs of the school budget planning to involve the lower management for better decisions in relation to school program and finances as well as reducing inefficient use of funds in the school and for better implementation of the school strategies. The study also recommended for the need of including the different departments among the budgeting committee during the budgeting process in the school for appropriate budgeting.

5.5.3 Staffing and school effectiveness

Regarding the significant results of the third objective of this study, the study recommended that all the teaching staff need to have at least received pre-service professional training for effective teaching. The study also recommends for the need of a school to have the right mix of staff members to spur sharing of experiences that can promote school effectiveness. Furthermore, teachers need to attend ongoing professional development programs in order to enable them master relevant content areas of the teaching syllabus. And most importantly there is need for the Ministry of Education to raise the staff ceiling in schools within Nebbi district.

5.4 Recommendation for further research

The current study was done in some selected schools in Nebbi district. The results would vary if many more schools from other districts were to be involved. It is therefore recommended that future studies determine the extent to which prevalent management practices affect school effectiveness amongst selected schools from different districts of Uganda.

The study did not take into consideration of how the pupils' behaviour can affects school effectiveness. It is thus recommended that future studies explore that gap for better study results.

The current study was carried out amongst primary schools only and not in secondary schools. Therefore study recommends future studies to put into consideration even the secondary schools within the district and in other parts of Uganda.

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APPENDICIES

Appendix I: Questionnaire for Teachers

Dear respondent, my name is **Anican Emily** undertaking a study about the relationship between management practices and school effectiveness in selected schools in Nebbi district. Please stay informed that the information you give will be for academic purposes only. Such information will be kept confidential. Please take time as you respond appropriately.

ID. No: ___/_____

SECTION A: DEMOGRAPHICS

1. Age in years: (a) 20-29 [.....] (b) 30-39[.....] (c) 40-49[.....]
2. Gender (a) Male [.....] (b) Female [.....]
3. Marital status: (a) Single [.....] (b) Married [.....] (c). Cohabiting [.....]
(d) Divorced/Separated [.....]
4. Religion: (a) Catholic [.....] (b) Protestant [.....] (c)
Muslim [.....]
(d) Pentecostal [.....] (e) Other specify (.....)[.....]
5. Education level: (a) Certificate [.....] (b) Diploma [.....] (c) Bachelors degree [.....]
(d) Post graduate Degree [.....] (e) Others_____ (Please specify) [.....]
6. Number of years spent working in this organization: (a) < 2[.....] (b) 2 - < 5[.....]
(c) 5 above [.....]

SECTION B: RELATIONSHIP BETWEEN PLANNING AND SCHOOL EFFECTIVENESS

Please respond to the following aspects to understand your feelings about the status quo of planning in this school on a scale of 1 to 5 where 1= Strongly Disagree to 5- Strongly Agree.

7	In this school, planning enables its community to develop a clear vision of what the school is about	1	2	3	4	5
8	A clear vision of where the school is going is always developed during school planning	1	2	3	4	5
9	The planning in this school involves the lowest person first which has improved the standards of learning	1	2	3	4	5
11	The top are the only ones who plan on how staff members can gain new skills	1	2	3	4	5
13	In this school the planning that starts right from down identifies those who will be responsible for each element, phase, or stage	1	2	3	4	5
16	The planning that involves only the head teacher in this school never promotes generic skills					

SECTION C: RELATIONSHIP BETWEEN BUDGETING AND SCHOOL EFFECTIVENESS

Please respond to the following aspects to understand your feelings about budgeting in this school on a scale of 1 to 5 where 1= Strongly Disagree to 5- Strongly Agree.

17	The budgeting process in this school involves all members right from down assists much in ensuring accountability in the use of funds	5	4	3	2	1
	There is inefficient use of funds in this school because budgets are only done by the top administrators in this school					
18	Budgeting makes this school more economic, efficient and effective, and modeled on private sector ideals	5	4	3	2	1
20	The supportive managerial performance in the tasks within this school are mainly because all staff are involved in the budgeting	5	4	3	2	1
21	There are poor decisions made in relation to school program and finances because it is only the top management staff involved	5	4	3	2	1
	There is exclusive involvement of the different departments in the budgeting process in this school					
	The budgeting process which involves lower staff in this school facilitates implementation of the school strategies					

SECTION D: RELATIONSHIP BETWEEN STAFFING AND SCHOOL EFFECTIVENESS

Please respond to the following aspects to understand your feelings about how staffing is done in this school on a scale of 1 to 5 where 1= Strongly Disagree to 5- Strongly Agree.

23	In this school there is lower recruitment of teachers that leads to poor performance in schools	5	4	3	2	1
24	The school has got the right mix of staff members to spur school effectiveness	5	4	3	2	1
26	The staff members selected in this school have the necessary educational qualifications	5	4	3	2	1
27	The staff members regularly receive pre-service professional training	5	4	3	2	1
29	The staff members in this school attends workshops, seminars and indoor trainings to perform better	5	4	3	2	1
30	There are development programmes that enable teachers to master relevant content areas in this school.	5	4	3	2	1

SECTION E: SCHOOL EFFECTIVENESS STATUS

Please on a scale of 1 to 5; respond to the following aspects of school effectiveness by indicating the ranking appropriately about your performance. 5 = Strongly Agree and 1 = Strongly Disagree.

This school performs equally high when it comes to the primary leaving examinations	5	4	3	2	1
There is a good relationship between the community and school administration	5	4	3	2	1
There is cohesion within the staff members as demonstrated by the team spirit	5	4	3	2	1
The administration ensures a safe and orderly environment in this school	5	4	3	2	1
The school has got adequate instructional materials for both the teachers and the pupils	5	4	3	2	1
The recommended syllabus is covered adequately and in a timely manner	5	4	3	2	1
The repeat rates in which pupils have to resist a class are very low in this school	5	4	3	2	1
The school has got relevant study materials that fit the required standards	5	4	3	2	1
The teachers in this school provides assessment to the pupils which are adequate enough	5	4	3	2	1
The teachers always provide feedback to their pupils	5	4	3	2	1
The teaching in this school is such that it provides opportunities for revising work among the pupils	5	4	3	2	1

Thank you for your cooperation

APPENDIX II: Interview guide for Head teachers

Good morning/afternoon/evening, Sir/Madam,

My name is **Anican Emilly**, undertaking a study about the relationship between management practices and school effectiveness in selected schools in Nebbi district. This research is purely for academic purposes and all the responses given will be treated with utmost confidentiality.

Please I am going to take a little of your time to capture your views in this regard.

Please do you permit me to ask you a few questions as I take an audio recording or writing?

(a) Yes with audio/writing [.....] (b) No [.....]

1. Please in this organization; do you undertake any planning? If yes how often do you plan?
2. How is the planning done in this school? Please give details
3. What about staffing, how do you rate the adequacy of teaching staff in this school? Please explain briefly
4. In this school, what is the practice of staffing like? Please explain giving details
5. Do you as a school budget? What is the budgeting process like in this school? Explain giving details
6. In your view do the different management practices of planning, staffing and budgeting promote school effectiveness? Please give brief details on each management practice
7. In your view what do you think needs to be done as a management practice to improve the effectiveness in this school?
8. Please is there anything else you would like to add in relation to management practice and effectiveness in this school?

Thank you for your precious time

Appendix III: Sample size determination table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380

85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: Krejice and Morgan (1970)



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FACULTY OF EDUCATION

Department of Educational Planning and Management

Date: 27th June 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: ANICAN EMILLY, REG. No. 16/U/13393/GMED

This is to certify that **ANICAN EMILLY, REG. No. 16/U/13393/GMED** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic titled:

**“Management Practices and School Effectiveness: A Case
of Selected Primary Schools in Nebbi District, Uganda”**

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

