

**MANAGEMENT OF PRIVATE SECONDARY SCHOOLS AND QUALITY
OF TEACHING IN MAKINDYE URBAN COUNCIL, KAMPALA, UGANDA**

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DECLARATION

I **Katumba Gordon** declare that this report is my own original work and has never been submitted to any university for any award.

Signature

Date.....

Katumba Gordon

APPROVAL

This research dissertation entitled “Management of private secondary schools and Quality of teaching in Makindye Urban Council, Kampala” was prepared under our guidance as university supervisors, Submitted by Katumba Gordon with our approval to the graduate school.

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DEDICATION

This dissertation is dedicated to my dear guardian Akiiki Margaret Rwaheru for the great contribution towards my education career. My family members, brothers Kafeero Vincent, Mugabi Julius, Aunt Faibe, and my cousin Proscovia Lutaya for their unconditional love and inspiration given to me to take my education. I will always remember you throughout my life, you have been my heroes.

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LIST OF ABBREVIATION AND ACRONYMS

DEO	Districts education officer
KCCA	Kampala city council authority
MOES	Ministry of Education and Sports
MOLG	Ministry of Local Government
SPSS	Statistical package for social science
UCE	Uganda Certificate of Education
USE	Universal Secondary Education
UNEB	Uganda National Examination Board
DES	Directorate of Education Standards
SBM	School Based Management
PTA	Parents Teacher Association
BOG	Board of Governors
CVI	Content Validity Index

ABSTRACT

This study sought to determine the relationship between Management of Private Secondary Schools and Quality of Teaching in selected private secondary schools in Makindye division Urban Council, Kampala. The study objectives were: to determine the relationship between school supervision by head teacher and quality of teaching, to establish how basic resource provision is related to the quality of teaching and to establish the relationship between strategic planning and quality of teaching. A descriptive cross sectional survey design was used with both qualitative and quantitative approaches. Data was collected from 8 secondary schools which were selected using Purposive and systematic sampling. A total of 117 participants who included teachers, students, head teachers, KCCA education officers, UNEB secretary representative and the director of education standards took part in the study. The study revealed that internal supervision of teaching by head teachers was high but external supervision was not adequate. The study found that though most schools had licenses and were legally registered, the infrastructures, qualified teachers, instructional materials, and teacher preparation were inadequate. The study further revealed that private schools were suffering from inadequate budgets to cater for all their programs and government intervention to fund these schools was revealed as being relevant. The study concluded that the quality of teaching was low and strongly related to the limited school supervision, inadequate basic school resources and lack of strategic planning. The study recommended that the government should ensure that all private schools are registered with the minimal requirements in place for operating these schools. This should be through effective and efficient school monitoring and supervision. Private schools should ensure recruitment of qualified teachers to improve on the quality of teaching and learning and ensuring that there are retooling programs for school staff.

CHAPTER ONE

INTRODUCTION

1.1 The Background to the study

The background of the study, statement of the problem, purpose of the study, objectives, research questions, scope of the study, conceptual framework, the definition of the key variables and contextual perspective showed the problem at the ground that prompted this study. The key variables of the study were management of private secondary schools and quality of teaching.

1.1.1 Historical Perspective

Formal education in Uganda was initiated by voluntary organizations during colonial period around 1880. Since 1925, the government exercised control over education which was available to only a small group of people mainly children of the aristocracy, clergy and tribal chiefs, therefore this segregation undermined education quality. Strong emphasis on the quality of education for all people was pointed out by Castle commission (1963) which noted that:

- Not all children were going to school to get educational skills
- Few girls were allowed to attain basic education.
- Education was more theoretical as there were less technical schools.

The castle commission recommended that there must be raise of the standards for agriculture, technical education, and expansion of girl child education and provision of adult education in order to improve on the quality of education in Uganda. During Admin's regime, education sector lack trained teachers and financial resource boost on the quality of teaching, therefore the education quality was still low.

In 1986 the post-conflict government dealt with the education situation by appointing the education commission that focused on policy changes. It is from here that liberalization was

popularized by National resistance movement who made efforts to liberalize and regulate the setting up of private schools to improve on human capital, cater for the growing population and improve quality education in Uganda. Since then, different private secondary schools have been established and have really outnumbered the public schools. As World Bank Report (2008) warned, if not effectively regulated, liberalization of education sector is likely to affect the quality of education and human resource development. It is therefore within the controversy in the background that this research will try to establish the relationship between management of private secondary school and the quality of teaching in selected private secondary schools in Makindye urban council focusing on management process in field of strategic planning, supervision, resource provision and quality of teaching control. It is these variables that relates to education management, policy making and effectiveness which are indicators of education quality (Okurut, 2006)

Kraft (2010) believed that curriculum structure should be gender-sensitive and inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues such as HIV/AIDS and conflict resolution. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced. In this regard if these aspects are met, there will be better educational inputs and outputs which are some of the core measures of the quality of private schools.

Today in Uganda education and training is governed by education act 2008 and other related acts of parliament including university act, tertiary institution act and other acts that has addressed challenges facing education sector through commissions, committees and task force. Education supervisory role in Uganda is done by the ministry of education, district inspector of schools, directorate of education standard agency (DES) and other education stake holders who try to oversee that education quality is maintained. Education Act 13 indicates that there must be school board of governors and school management committees constituted by minister or district education officer. Any person or organization to establish a private school must apply to the

permanent secretary, chief administrative officer or town clerk to be approved as a suitable person or organization to establish private education institution.

1.12 Theoretical Perspective

This study was based on the theory of Crosby Phillip (1950) who states that “do it right first time and zero defect”. He considers traditional quality control, acceptable quality limits and waivers of sub-standard products. Crosby therefore defines quality as conformance to the requirements which the company itself has established for its products based directly on its customers’ needs. He believes that since most companies have organizations and systems that allow deviation from what is really required, manufacturing companies spend around 20% of their revenues doing things wrong and doing them over and over again. In the Crosby approach the quality improvement message is spread by creating a core of quality specialists within the company. There is a strong emphasis on the top-down approach, since he believes that senior management is entirely responsible for quality.

Another theory that guided this study was behavioral approach to management by Elton Mayo (1925), which argues that people deserve to be the central focus of organization. That successful management depends on the ability of managers to understand and work with people of various backgrounds, needs, perceptions and aspirations. They argue for humanistic approach, this was an effort of some management theorists to make managers more sensitive to employee needs.

Since this research study is about management and education quality of private secondary schools these two theories tried to help in exploring management of private secondary schools and quality of teaching in these selected private secondary schools in Makindye Division urban council, Uganda.

1.1.2 Conceptual Perspective

Management of private secondary schools

In this study, management of private secondary schools is the independent variable, while the quality of teaching in private secondary schools is the dependent variable. Different scholars have defined management in the following ways;

According to Fayol (1916), the management is conceptualized by looking at organization supervision, staffing, resource provision (physical, finance), and planning. Kreitner (1995) defines management as process of working with and through others to achieve organizational objectives in a changing environment. While Lumu (2004) defined management as an art or science of achieving goals through people. Since managers also supervise, management can be interpreted to mean literally looking over: making sure people do what they are supposed to do. Managers are therefore, expected to ensure great productivity or using the current jargon for continuous improvement.

Taylor and O'Donnell (1984) stressed that management is an operation process, initially best dissected by analyzing the managerial functions which includes planning, organizing, staffing, directing, leading and controlling. Whereas Bategeka and Okurut (2006) define school management organs at all levels as a government representative. They give overall direction to the operation of the school, ensure that schools have development plans, approve and manage school budgets, supervise and monitor school finances and ensure transparency. Head teachers should report to District Education Officer and to the Ministry should closely work with board of directors in the private schools. Since the head teachers are accountable for all money and property of the school, there are supposed to work hard for quality improvement of the private school. However, it is the board of directors that takes the top decisions in the private schools regarding quality education standards of students in terms of academic performance and development as well.

Quality Teaching

Phillip Crosby and Edwards Deming (1950) define quality as conformance to the requirements which the company itself has established for its products based directly on its customers' needs. They believed that since most companies have organizations and systems that allow deviation from what is really required, manufacturing companies spend around 20% of their revenues doing things wrong and doing them over again. According to them this can be 35% of operating expenses for services companies. Similarly Kondo (1987) emphasized interrelation between quality and people. He sees humanity as the essence of motivation. He emphasized that human work should always include; Creativity, Physical activity and Sociality.

Quality of teaching refers to the education standards stipulated in education act 2008 and the directorate of education standards and is related to teacher quality (teachers' qualification, training and development) preparation, turnover, attendance, academic performance \assessments, school teaching material, teacher students ratio and teachers completion of syllabus.

1.1.2 Contextual Perspective

This research was conducted in Makindye division Urban Council in Kampala Central Uganda. Makindye division urban Council is a new administrative structure under Kampala Capital Authority (K.C.C.A), education department is headed by three main people who are education supervisor, his assistant and Inspector of schools who are answerable to the directorate of education at K.C.C.A (K.C.C.A act 2011). Makindye division has been one of the areas with many mushrooming private schools in Uganda and most of them perform poorly at national UNEB examination that's why the research selected this area scope.

With the emergence of educational liberalization in Uganda, many private investments have been made in the field of education. For instance, many people such as individuals, business partners, religious denominations, and communities have established primary and secondary schools, as well as tertiary educational institutions. This has indeed enabled many children to be enrolled in

educational institutions at different levels. Kurt et al. (2002) also warned about the quality of private schools in Uganda after education sector liberalization. They argue that if education providers' characteristics are considered as an element to determine the likeness of the education service, there is likely to be difference in the quality of human resource development. The authors recommend that to establish uniformity in education service provision in the country, private schools must be granted the same treatment as public education. Therefore, unless private schools are properly covered by the governmental authority, there is likely to be difference in quality of services provided and quality of human resource. It is against this background that this study is conceived to establish the extent to which management of private secondary schools affect the quality of teaching in the selected secondary school in Makindye urban Kampala.

According to the new vision [Friday June 10th 2016], Ismail Mulindwa the assistant commissioner of private schools in the education ministry noted that teacher's turn over in the private schools is high because these schools hire people without qualifications, there is lack of contracts of the teachers, teachers are fired at any time, women are fired after maternity leave, no proper planning and supervision these may affect the quality of education in Uganda. He recommended for proper handling of private secondary schools to improve the quality of education in Uganda.

According to Honeck (2000), since the establishment of private schools in educational sector in Uganda, there has been little guidance on how to determine the program effectiveness in service delivery in private schools. As Honeck (2000) puts it, there is no indication that services must be delivered through the same mode of supply. Hence, service providers especially those in private schools decide on how to deliver educational services which may affect the quality of education.

Education is a fundamental human right. For this Reason Sackey (2009) contended that as an important determinant of economic growth and human development. Education constitutes an indispensable means of realizing other human rights, particularly rights associated with equal employment opportunity, quality education and education for all. Sackey (2009) argued that with

the unleashed force of globalization sweeping all aspects of social and economic life, national governments throughout the world increasingly understand the strategic importance of quality education in enhancing and maintaining international competitiveness. This idea prompted the researcher to carryout investigations on the management of private secondary schools and the quality of teaching in selected private secondary schools in Makindye Division urban council Kampala Uganda.

1.2 Statement of the Problem

Education sector in Uganda is aimed at job creation and better development of human resource; thus working towards the attainment of SDGS (Kigabo, 2013). However, studies by the World Bank Report (2014) and Kigabo (2015) noted that the quality of education in Uganda has been generally affected since the liberalization of education. The World Bank Report (2014) further revealed that most mushrooming private schools in Africa lack infrastructure, qualified staff and have no clear vision and mission, thus low level standards in terms of education quality.

The recent disheartening UNEB results in past two years of private schools in Uganda has become a national issue of debate which has also awakened school inspectors to close some schools which do not meet the standards. In Makyindye Urban Council, three private schools were closed for not meeting educational quality standards. It was revealed that the schools did not have enough qualified teachers, had congested classrooms, poor latrines and lacked many learning facilities like library and laboratories(Kigabo, 2017).

Although some other factors such as irregular school inspection, corruption and political instability could equally be responsible for the low quality education in Uganda (Kigabo, 2015; World Bank Report, 2014), little is known about the direct relationship between school management and quality of teaching in private secondary schools in Uganda, particularly in Makyindye Urban Council.

1.2 Purpose of the Study

The purpose of this study was to determine the relationship between management of private secondary schools and the quality of teaching in selected private secondary schools in Makindye Urban Council, Uganda.

1.3 Research Objectives

This study had the following objectives;

- i. To determine the relationship between school head teachers' supervision and the quality of teaching in selected private secondary schools in Makindye Urban Council.
- ii. To establish how resource provision is related to the quality of teaching in private secondary schools in Makindye Division Urban Council.
- iii. To establish the relationship between strategic planning and quality of teaching in private secondary schools in Makindye Division Urban Council.

1.4 Hypothesis of the study

The study tested and verified the following hypotheses

- i. There is no relationship between school head teachers' supervision and quality of teaching in the selected private secondary schools in Uganda
- ii. The resource provision is related to the quality of teaching in private secondary schools in Uganda.
- iii. There is a relationship between strategic planning and quality of teaching in private secondary schools in Uganda.

1.5 Scope of the Study

This includes geographical scope, content scope and time scope

1.5.1 Geographical scope

This study was carried out in Makindye urban council in Kampala capital city in Uganda in selected private secondary schools that come up into existence as a result of educational liberalization policy. This area was chosen after it was publicized in media about the poor state and low academic performance of its private schools in 2016-2017.

1.5.2 Content Scope

The content focused on three independent variables; school supervision by head teachers, resource provision and strategic planning and how they are related to the dependent variable; quality of teaching.

1.5.3 Time Scope

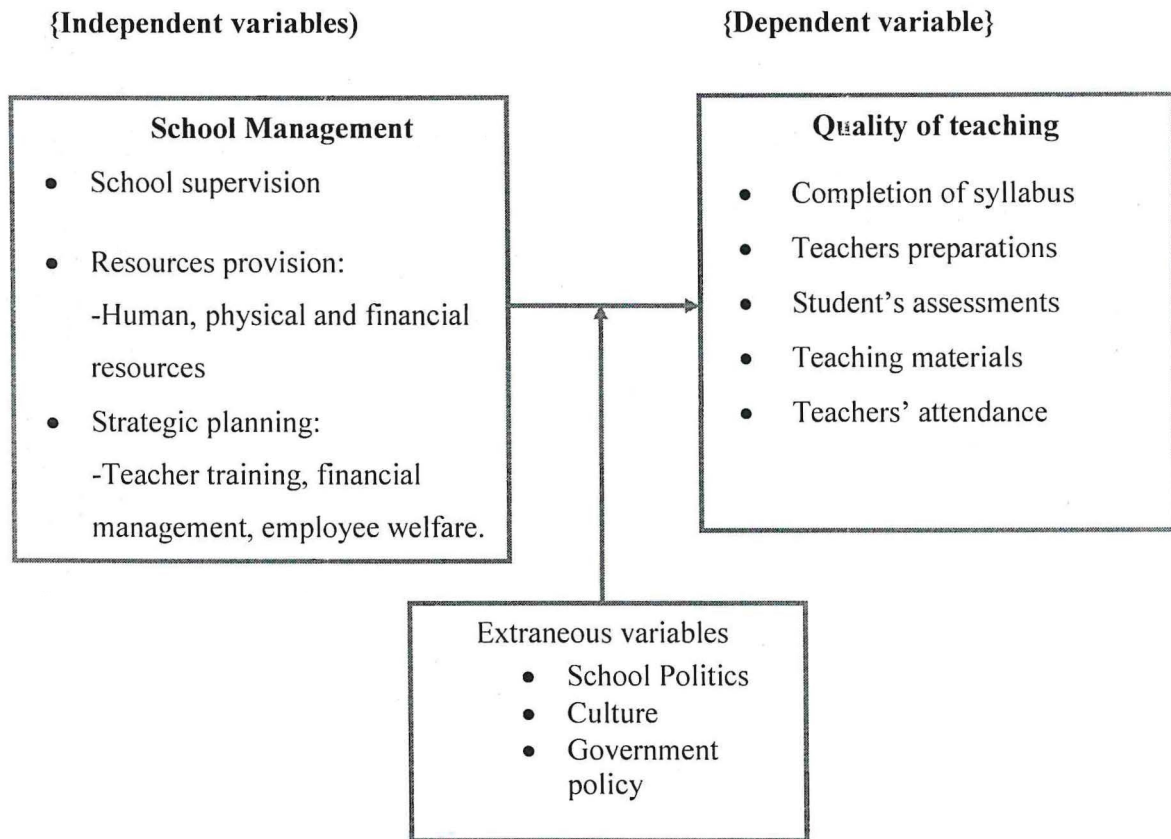
This study covered a period of 2 years that is from 2016-2017 because this was the period in which the private schools did worst and most data was still available.

1.6 Significance of the Study

It is hoped that the study results will benefit the education stakeholders in the following ways; Enlighten the ministry of education and sports on the weaknesses of educational liberalization in the country so that interventions to bridge the existing gaps can be established. Be beneficial to local government administrators so that they can begin effective monitoring and supervision activities in private secondary schools. The study findings would also help the community based organizations and civil society organizations operating in the district to provide adequate interventions in the areas through dialogue to meet the quality in education standards that will help to transform the country. The research report can also provide information that can be used to

sensitize and create awareness to school administrators, parents and other stakeholders such that they can be empowered to form a strong coalition and agitate for their better education quality. This will help future researchers in carrying out their researcher as they may use the findings in this study as literature.

1.7 Figure 1: A conceptual framework showing the relationship between school management and the quality of teaching



In the conceptual framework in figure 1 shows the relationship between the independent variables and the dependent variable. It shows how the school supervision by head teacher, strategic planning and provision of school resources are related to quality of teaching. The quality of teaching being indicated by completion of syllabus, teachers' preparations, students' assessments, teachers' attendance and teaching materials.

Figure 1 also includes the extraneous variables and these are School Politics, Culture and Government policy. These variables may also influence the interaction between dependent variables independent variables. They also affect quality of teaching in private secondary schools but they were not part of the study.

1.8 Definition of Operational Terms

School management; refers to the planning, organizing and controlling of school physical, human and financial resources.

School supervision; refers the act of directing, monitoring and guiding subordinates to achieve the mission and vision of the school.

School resources; refers to the supply of human resource, materials, structures, tools and finances to perform a given activity

Strategic planning; refers to the act of setting, clarifying and directing to achieve a long term objectives. This includes budgeting, designing work planet

Quality of teaching; refers to the set education standards necessary to offer holistic and participatory learning and is indicated by teacher's qualification, training and development, academic performance, teacher-students ratio, and nature of teaching materials.

Human resource; refers to human capital or employees who help to perform the given tasks of the school and these are teachers and non teaching staff.

Financial resource management; this is concerned with decisions on how to produce, raise money and give accounts of funds for implementation of programs of the school.

Private Education; refers to giving liberty to private individuals and organizations to start up their own education institutions supervised by the government.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the reviewed theory relevant to the study and the related literature presented by other researchers about the same study variables.

2.1 Theoretical Review

This study was based on the theory of Crosby Phillip (1950) states that “do it right first time and zero defect”. He considers traditional quality control, acceptable quality limits and waivers of sub-standard products. Crosby therefore defines quality as conformance to the requirements which the company itself has established for its products based directly on its customers’ needs. He believes that since most companies have organizations and systems that allow deviation from what is really required, manufacturing companies spend around 20% of their revenues doing things wrong and doing them over and over again. In the Crosby approach the quality improvement message is spread by creating a core of quality specialists within the company. There is a strong emphasis on the top-down approach, since he believes that senior management is entirely responsible for quality. Since this research study is about quality of private secondary schools this theory will be tried to help in exploring management of private secondary schools and quality of teaching in these secondary schools as this theory is about quality output of a company.

Another theory of this study was behavioral approach to management by Elton Mayo who argues that people deserve to be the central focus of organization. That success management depends on the ability of managers to understand and work with people of various backgrounds, needs, perceptions and aspirations. They argue for humanistic approach, this was an effort of some management theorists to make managers more sensitive to employee needs.

Since this research study is about education quality of private secondary schools these two theories will try to help in exploring management of private secondary schools and quality of teaching in these selected private secondary schools in Makindye, Kampala.

2.1.2 Quality of Teaching in Private secondary Schools

Part viii of education act 2008 in Uganda established quality control of education. It established the directorate of education standards 'agency responsible for standards, to define and review standards of educational practice through planned series of inspections.

Kraft (2010) believed that curriculum structure should be gender-sensitive and inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues such as HIV/AIDS and conflict resolution. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced. In this regard if these aspects are met, there will be better educational inputs and outputs which are some of the core measures of the quality of private schools.

Local level interests may also have an impact on and contribute to the quality of private schools content. A study by Muskin (2012) example showed that based on community priorities, the Mali Community Schools project, for example, successfully incorporated local knowledge into traditional subject areas. Muskin (2012) recommended that for better education quality, the education quality content should include several pivotal areas. These include literacy, numeracy, life skills and peace education as well as science and social studies.

One of the aspects used by Furniss & Green (2009) to measure the quality of the teaching is teachers' quality. In explaining how teachers' quality can be used as a measure of education quality, the scholars noted that it all relies on the ability of states to punish or reward teachers and administrators for student achievement; conducts checks on teachers' backgrounds and college course work, and how much power the state gives for individual schools to hire and fire teachers

that the quality of teachers is determined. Studies have shown that the too much liberty given to an individual in education sector does not cater for class size.

Willms (2008) for example indicated that larger class sizes hurt the quality of private schools. Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Although studies by Willms (2008) found a relationship between the two variables, class size has not consistently been linked to student achievement (Pennycuik, 2011). This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality student-centered learning practices. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficacy. However, there is also need to establish the impact of class size on quality of private schools under educational liberalization especially in the case of secondary schools in Makindye urban council, Kampala.

House & Oxford (2005) used education input as a measure of education quality. In his studies, the author established four standardized measurements and these average teacher salaries; pupil/teacher ratios; education cost per student; and the Thomas Fordham results. Thus for him, the averaged for each of these variables significantly determined education input that also determines the quality of private schools in a particular country.

Another measurement for education quality according to Steen (2012) is the education output. In illustrating the determination of education output, Steen showed that output can best be calculated by using the standardized average of: percent of 4th graders at or above grade level as measured on assessment of; reading, and math as well as mean score for the state. Although the scholar was not detailed in his illustration, he however noted clearly the elements that can be used to measure education quality through education output.

The researchers such as Carron & Chua (2006) have used education social impact as a measurement of education quality. Much as the authors consider this kind of measurement as problematic, they believe that it is simply measured by using the standardized average of three measures such as per capita income; percent of population with college degrees and the average number of books checked out of libraries per capita. This suggests that the more these items the better education social impact and the higher the quality of private schools.

On other hand, Pennycuik, (2009) employed education efficiency as a measurement of education quality. In his work, the scholar indicated clearly that this measurement is basically the "bang-per-buck" of education. He further believes that it is a measurement that businesses will use if they are measuring efficiency. Thus, it is calculated by using the standardized average of the cost per student per unit measured output. Pennycuik (2012) also used education efficiency to measure the quality of private schools and asserts that three measures should be used in this case and these measures include the cost per student per percent of reading above or at 4th grade level; the cost per student; and the cost. Much as these authors did not clearly explain how these items can help to measure education quality in a country, they have at least laid down the foundation for others to start from.

Bergmann (2006) used number of students who passed the national examinations a measurement of education quality. In his explanation, the researcher believes that there are certain national exams that are uniform and are conducted for all the people doing the same course. This is an important indicator of the quality of the education that is provided. The reason for this is that when there is a uniform examination system and a grading system for the students, it is easy to identify the best performing institution. Thus, this will also enable in comparing the various institutions against each to Relative to both girls and boys, parents, educators and researchers express important concerns about teachers who create an unsafe environment for students. Studies indicate that due to liberalization of education sectors in Malawi, schools end up employing unprofessional teachers and this has led to high level of sexual harassment of girls in schools

(Miske, Dowd, et al., 2011). Further still, when parents in Burkina Faso, Mali and Tanzania were asked about reasons they might withdraw their children from schools, they most often cited a lack of discipline, violence of teachers towards pupils (corporal punishment), and the risk of pregnancy due to the male teachers' behavior which were commonly cited in private schools (Bergmann, 2006).

Basing on the literature reviewed on the quality of teaching in private secondary schools, I also believe that secondary school quality should be judged on the bases of the quality of teachers they employ, the nature of administration as regards to the standards set by the ministry of education, performance of students in national exams, and the nature of school infrastructure, supervision among others. Thus, there is need to investigate these fore-mentioned elements in case of private secondary schools in Makindye urban council, Kampala Uganda.

2.2 Relationship between School head teacher's Supervision and Quality of teaching

Okurut (2010) define school supervision organs at all levels as a government representative. The government give overall direction to the operation of the school ensure that schools have development plans, approve and manage school budgets, supervise and monitor school finances and ensure transparency. Head teachers should report to D.E.O and to the ministry and closely work with board of directors in the private schools. The head teacher is accountable for all money and property of the school, he is supposed to work hard for quality improvement of the school. However it is the board of directors that takes the top decisions in the private schools regarding quality education standards of students in terms of academic performance and development as well.

Research study done by Nzoka and Orodho (2014) on the influence school management and students' academic performance, it was established that inconsistency monitoring of instruction materials, students assessment, uncoordinated guidance and counseling programs negatively

affect students educational outcomes. In a similar view Kimbu (2010) suggested that monitoring and evaluation should be a continuous process to ensure that schools meet their targets

Etsey (2005) in his study cited in Ghana that public schools are performing better than private schools due to more effective supervision. Research by Al-hassan and Adam (2009) revealed that poor supervision by head teacher and school leadership was a major cause of teacher poor performance in private schools in Ghana. They called upon school management to perform their duty diligently to check the situation to improve on the quality of teaching. Similarly, ESRC (2014), evidence in many researches has revealed that quality of education varies widely between and within countries; educational standards can be negatively affected by number of issues with school management identified as one of the key factors. Centre for economic performance indicated that school management practices in private schools are linked to students' academic performance.

Cheng (1996) sees school based management (SBM) as tasks that are set according to the characteristics and needs of the school itself and therefore school members have a much greater autonomy and responsibility for the use of the resources to solve problems and carry out effective education activities, for the long-term development of the school. Caldwell & Spinks (1998) see school based management as a school system of education to which there has been decentralized a significant amount of authority and responsibility to make decisions related to the allocation of resources within centrally determined framework of goals, policies, standards and accountabilities.

Betegeka and Okurut (2009) assert that school management committees are statutory organs at the school level representing the government. They give overall directions to the operation of the School and give advice to the head teacher to ensure that schools have development plans, approve and manage school budgets, monitor school finances, and ensure transparency especially in use of UPE grants. Head-teachers of primary schools report to district education officers, but

In my view, effective implementation of policies in private secondary schools and its monitoring and supervision by head teacher can enhance quality of private secondary schools and this can be witnessed in the performance of students, school infrastructure, and teachers' quality among others. However, the way through which education policies in terms supervision, resource allocation development plan implementation and monitoring and supervision by head teacher in private secondary schools in Makin dye is not known. Thus, there is need to find out the way through which these policies has been implemented in secondary and how it has affected the quality of teaching private secondary schools in the area.

Kamya (2012) stressed that monitoring of and supervision of school board of governors, head teachers and by checking on students attendance, academic performance and teachers performance was highly ineffective through there was regular visits by school board of governors .they posted that act of ineffectiveness must be checked and the appropriate ways of solving issues be identified to help motivate school members to perform their role in effectively to achieve teaching quality. He recommended that school management committee should intensify their monitoring and supervision of head teachers, and student's attendance in order to avoid absenteeism.

2.3 Relationship between resource provision and Quality of teaching

Pandit (2007) conceptualized resource provision as a management activity which is concerned with the planning and controlling of an organization financial resources. This means that management is concerned with decisions on how to produce, raise money expand and give accounts of funds provided for implementation of programs of an organization or a school. A study by Ndemba (2014) revealed that involvement of school management committee in resource management affected students' academic performance. Findings also showed that involvement of sponsors in resource provision impact on the quality of education. The longevity of any organization depends greatly on quality and number of resources at its disposal. In the education

institution proper utilization of resources help very much in running and development of proper teaching and learning activities.

Oyedeji and Adegbyejo (2000) in the study on factors that affect students' academic performance contented that physical facilities impact significantly on the quality of teaching of students and they further stressed that in the variation, quality learning can be related to the availability of physical facilities such as furniture and other related materials which are capital projects in nature. Similarly Moulin and Sylvie (2008) noted that providing text books to students who lack them seems an obvious way to improve education quality and that text book provision is universally accepted as an effective educational policy.

Dugguh (2009) wrote that staff welfare in the school like prompt payment of salaries and allowance rewarding of the staff leads to higher work performance, however delayed salaries to workers in a school leads to low work performance, these is due to the fact that it demoralizes the staff of effectively perform their duties. Ojewule, (2007) opted that to use the salary as a motivator effectively, personal manager must consider major components of salary structure. There are the job rate, rewarding according to performance, and the particular skill of the worker.

Studies have shown that the too much liberty given to an individual in education sector does not cater for class size. Willms (2000) for example indicated that larger class sizes hurt the quality of private schools. Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Although studies by Willms (2000) found a relationship between the two variables, class size has not consistently been linked to student achievement (Pennycuick, 2003). This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality student-cantered learning practices. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficacy. However, there is also need to establish the impact of class

size on quality of private schools under educational liberalization especially in the case of secondary schools in Makindye urban council, Kampala.

Educational resources are inputs in terms of human, financial, physical and time which is processed through the educational system to produce output. Quality education is no doubt a function of the availability and utilization of the input resources. The nature, resources, availability of human, and non-human resource, may determine the efficiency of school system (Nwankwo 1979). According to Abdulkareem (2010), teachers require teaching materials to ensure teaching success, failure to do so lead to poor performance consequently affecting the quality of teaching.

Woessman (2012), the availability of instructional materials affects the quality of teaching that the school delivers, he mentioned that resources take two dimensions, the quantitative and qualitative, where quantity refers to the adequacy of instructional materials in relation to number of students, while quality refers to the efficiency and accuracy of the learning materials in teaching process. Odiya (2009) affirms that the availability of resources is often a yardstick for measuring quality of the school. He further argued that if there is to change and improvement in education, there must be adequate resources.

Otieno and Yara (2010), also stressed that school resources like teaching materials of text books, class room, laboratories and libraries affect the academic performance of students. This implies that provision of conducive learning class rooms and other learning instructional materials positively change educational outcomes of learners.

Study done by Ibukin et.al (2012) on the impact of resource allocation and utilization on quality of teaching, it was revealed that academic performance is not only affected by poor school climate but also negatively affected by the quality and quantity of teachers. The study recommended the use of quality inputs through training public and private secondary school staff and adapting quality control measure towards increasing internal efficiency of the school system.

A study by Ndemba (2014) revealed that involvement of school management committee in resource management affected the quality of teaching ,they maximizes on contributions in their expertise the best practice through period monitoring ,reviewing ,evaluation and give constructive advice on key function in curriculum delivery, critical, infrastructure, capacity building, instruction materials, staff and students welfare management.

Kwaghbo (2008) defines financial management as planning, organizing, coordinating, directing and collecting of payments in such a way as to achieve organizational goals. He also stresses that school managers should have sufficient knowledge of financial management techniques in order to be effective financial managers. He added further that financial manager is one who forecasts, plan budgets (involving heads of departments) and executes the budget according to specified estimates that funds are effectively used to achieve the desired objectives of the school.

Okwori (2012) defines financial management as the forecasting, planning, organizing, directing and controlling of all activities relating to the acquisition and application of financial resources of and enterprise in the keeping with the financial objectives. Ogbonnaya (2000) asserted that the main purpose of financial management, be it in government, business or school, is the raising of funds and ensuring that the funds realized are utilized in the most effective and efficient manner. He explained further that resources are scarce and that all efforts should be made by educational administrators and planners to ensure optimal utilization of funds. Financial management is the fundamental element on which the success of any organization depends.

Where the management is weak, success is hard to ascertain. No institution or school has ever succeeded in history without proper utilization of its resource. Poor management of finance results in financial misappropriation, embezzlement, diversion of finance for different project and so on. Mgbodile (2000) summarizes some factors that leads to mismanagement of school fund to include the following: delay in release of fund to school, mismanagement of fund, diversion of funds to other sector of the economy ,lack of training or inadequate training of heads of educational institutions in issues of finance, financial clerks negligence in school finance matter,

outright appointments by politicians of unqualified personnel to head school; attitudes of form teacher in remitting fees collected to principals and due to delay or non-payment of their salaries.

A study by Ikianya, Kageni & Janice, (2003) revealed that the BOG should prepare budget for the school. Furthermore the findings showed that the BOG were involved in the reviewing of budget hence implying that BOG who are part of school stakeholders were involved in schools resource management. Management committees are cardinal towards providing details frame work of how finances must be allocated and generated to ensure excellence.

2.4 Strategic Planning and Quality of Teaching

According to Mobegi,et.al. (2010) head teacher should take up their roles as quality assurance officers in their schools and ensure that there is adequate department supervision, head teachers should devise school income generating activities to alleviate current financial problems that results in student absenteeism, transfers, indiscipline and lack of school facilities. They should always invite quality assurance officers to advise them on school affairs and community relations.

Quality assurance oriented school based management should be adopted as a strategic planning to improve on quality of teaching on the school, that's to say instructional governance, resource inputs, curriculum implementation. The societal quest for quality education delivery and product output underscores the relevance of quality assurance oriented school based management in education system (Olusola,2013).

Dugguth (2004)writing on the issue of staff welfare in an organization stated that prompt payment of salaries and allowances, bonuses, rewarding of staff, should be done as way of motivating the staff towards better and higher work performance which measures the profitability of organization .similarly Donald (2011) asserted that an increased salary of workers in any organization is synonymous to an increased work performance whereas delayed and non-payment of staff salaries leads to low performance of workers. Kpev (2001) asserts that allowances and other fringe

benefits that make up workers monthly salary when not adequately paid or paid but in low amount in a galloping inflation, it reduces the workers' salaries to nothing.

This demoralizes the staff towards the effective performance of his duties. Ojewule (2004) opined that to use salary as a motivator effectively, personal manager must consider four major components of a salary structure. There are job rate, which relates to the importance the organization attaches to each job; payment which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity or particular skills or certain categories of inflammatory professionals or libraries or with long services and fringe benefits such as holidays with pay, pensions and so on.

Cheng (1996) sees school based management (SBM) as tasks that are set according to the characteristics and needs of the school itself and therefore school members have a much greater autonomy and responsibility for the use of the resources to solve problems and carry out effective education activities, for the long-term development of the school. Caldwell & Spinks (1998) see school based management as a school system of education to which there has been decentralized a significant amount of authority and responsibility to make decisions related to the allocation of resources within centrally determined framework of goals, policies, standards and accountabilities.

Nosiri (1986) stressed the importance of education funding to include: affording the educational institution the opportunity to develop good educational program; paying teacher promptly and maintaining school facilities. Bamisaiye (1983) stated that money is required to attract, retain and develop the staff, to maintain the school plan and procure other material for effective functioning of the school. On the same argument, Musaaazi (1982) remarked that for school to function effectively they need sufficient fund and resource.

Gaztels (1963) revealed that the quality of education depends on quality of the teachers and the process of transformation. He also stressed that it is unfortunate that the quality of African teacher

lacks to prepare children for global economy. Since 1960's the quality of teaching professional has declined, even more troubling there are huge teacher quality disparities between the poor and affluent schools, disadvantaged children who need excellent teacher are the least likely to have them.

Massimiliano et al. (2008) noted that development of human resource demands effective human resource development and training which can be best achieved under liberalization on education sector which is characterized by high competition from which quality can be achieved.

Cheng (1996) sees school based management (SBM) as tasks that are set according to the characteristics and needs of the school itself and therefore school members have a much greater autonomy and responsibility for the use of the resources to solve problems and carry out effective education activities, for the long-term development of the school. Caldwell & Spinks (1998) see school based management as a school system of education to which there has been decentralized a significant amount of authority and responsibility to make decisions related to the allocation of resources within centrally determined framework of goals, policies, standards and accountabilities.

2.5 Existing Gaps in the Literature

This study embarked on the relationship between management of private secondary schools and the quality of teaching in Makindye urban council Kampala Uganda. Basing on the literature analyzed in this study, it can be seen that many of the authors in their studies on management of private schools and the quality of teaching in the schools such as Mitchell (2005); Craig, Kraft and Du Plessis (2008) and Verwimp (2009) who reviewed about school supervision, financial management, classroom size and others are broad based and little is known about Uganda. Also something to note is that the above researchers did not show the extent to which management of private secondary schools affects the quality of teaching in private secondary schools in Makindye Urban Council Kampala Uganda, hence there was a need to conduct this researcher study to fill the gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, area of the study, research population, and the sample size, sampling procedures, research instruments, validity and reliability of instruments, data gathering procedures, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

A descriptive survey design employing both quantitative and qualitative approaches was used. This design is proposed for this study because it would help in collecting and presenting information on the views and opinions of respondents as it exists. Quantitative approaches were used as a primary approach and qualitative approach used as supporting approach. The qualitative approach was used since it was hoped to allow the researcher to produce data that is reliable, contextual, descriptive, in-depth and rich in detail Croswell (2003).

3.2 Study Population

The study targeted the head teachers, teachers, and students of the selected private secondary schools in Makindye urban council, KCCA Education Director, Director of education standards and UNEB Secretary. The total population of this study was 187 persons.

3.3 Sampling Size

According to Kothari (2005), a sample is a small group of the universe taken as the representative of a whole. A sample size of 123 out of a population of 187 was selected as recommended by Krejcie and Morgan (1970) table for determining the sample size.

Table 1: Population Size, Sample Size and sampling techniques

Category	Target population	Sample size	Sampling technique	Tool
KCCA Education Director	1	1	Purposive	Interview
Director of education standards	2	2		Interview
UNEB secretary	1	1	Purposive	Interview
Head teachers	15	14	Simple random	Interview
Teachers	68	42	Simple random	questionnaire
Students	100	80	Simple random	questionnaire
Total	187	140		

Guided by Krejcie and Morgan's Table (1970)

3.4 Sampling Techniques

Both purposive and systematic random sampling techniques were used to sample respondents. Purposive sampling technique was preferred used to select the KCCA education officers/school supervisor and school administrators because they are few and detailed information regarding different aspects of management of private secondary schools and the quality of teaching in private schools based on their records can be got. However, systematic random sampling was used to select the teachers and students in candidate classes. In using systematic random sampling, the researcher first obtained the names of all the teachers and students in candidate classes from all the selected private secondary schools in Makindye and lists their names down in their categories. The researcher then selected the names that landed on even numbers as

respondents and left out those whose names appeared on odd numbers, also both male and female students were included in this study in each school selected.

3.5 Data Collection Instruments

The data collection instruments used in this study included questionnaires, interview guides and observation method.

3.5.1 Questionnaires

Both students and teachers were considered for structured questionnaires. A questionnaire for students and a questionnaire for teachers were designed as it was necessary to consider the respondent's abilities. Respondent's background data was sought in the first section and the remaining sections contained items aligned to the objectives of the study. The instrument was closed-ended and it was a four Likert type scale of rating involving: SA= strongly agree, A= agree, D disagree and SD=strongly disagree.

3.5.2 Interview Guides

Interview guides were administered to key informants and these involved school administrators from the secondary schools and KCCA education officers, head teachers, UNEB secretary representative and director of education standards. The interview guide had semi-structured questions and concentrated on face to face interviews.

3.5.3 Observation check list

This was the third instrument that was used to sampling respondents in this study. In this method general observation was made the officers responded to the questions. The expressions that were made manifested the omissions, missing links on the quality of teaching, researcher also made observation on school documents. This was carried out in connection to interviews and questionnaire instruments.

3.6 Research Procedure

Before data gathering a letter was obtained from Kyambogo University as an introductory letter that introduced me to the respectful schools/ respondents. The researcher sought permission from the Makindye Urban Council Education Officer who then permitted him to visit and sample respondents from the selected private secondary schools in which the research exercise was carried out. A formal list of school administrators, teachers and students from the selected secondary schools was obtained. With the help of research assistants, sampling was done through purposive and systematic random sampling techniques while considering that each school was presented.

During data gathering, self-administered questionnaires were administered to respondents with the help of research assistants and after filling in, the researcher then collected the instruments to prepare data on the variables of the study. The researcher with research assistants constantly visited the sampled respondents ensuring that the questionnaires were filled in within two weeks.

3.7 Data Quality Control

3.7.1 Validity of the instruments

Amin (2005) defines validity as the ability to produce findings that are in agreement with the theoretical or conceptual values. The content validity index was used to whether the questionnaires measured what they were to measure. The overall content validity index was got by considering the number of current items divided by the previous items multiplied by hundred.

$$CVI = \frac{\text{Average number of relevant items}}{\text{Total numbers of items in the instrument}} = \frac{36}{44} \times 100 = 81.8\%$$

Since CVI percentage was more than 60%, the instrument was effective, valid and relevant.

For qualitative validity of instruments, data was processed through editing, coding and using tables. Data collected was checked while in the field to ensure that all questions were answered.

Answers to each item on the questionnaire were classified into meaningful categories by coding, tallying and tabulating to obtain frequencies and percentages for each item.

3.7.2 Reliability of the Instrument

Reliability is the measure of the degree to which a research instrument yields consistent results when it is used in the same conditions or respondents (Chronbach, 1953). A pilot test of the instruments was carried out in a separate private school in Kawempe Division on 5 students, 5 teachers. After 1 week, the same instrument was administered to the same individuals and a Cronbach's Alpha reliability coefficient was computed as 0.738 for questionnaires thus indicating high consistency.

3.8 Data Analysis

The quantitative data was analyzed by use of frequency counts, percentages and Pearson moment correlation coefficient at 0.05 level of significance with the help of Statistical Package for Social Scientists (SPSS). The Pearson moment correlation coefficient (r) was used specifically determines the relationship between the independent variables and dependent variable and thereafter verifies the hypotheses.

Qualitative data was categorized in accordance with theory and empirical data in order to create a systematic approach to analyzing it. Semi-structured interviews with key informants was summarized through categorization and in-depth interviews was transcribed either word-by-word or in bullet points from field notes. In this study the researcher elicited information relating to the management of private secondary school and quality of teaching.

3.9 Ethical Considerations

Creswell (2003) and Gibbs (2007) stipulated that a critical issue in every research is that the participants should be granted informed consent before they participate in the study. Prior to the research, the researcher will clarify the nature of the research and participation in the study will be

voluntary and based on informed consent. Respondents were assured of complete confidentiality to the extent that none of their individual cases will be reported in a way that can be traced back to the respective respondent therefore, names were not required.

3.10 Study Limitations and Delimitations

The study faced the following limitations:

Respondents' dishonesty and personal biases were likely to affect the research findings. To reduce such challenges, the researcher and his assistant requested the respondents to be as honest as possible and to be impartial/ unbiased when answering the questionnaires.

The use of research assistants rendered inconsistencies such as differences in conditions and time when the data was obtained from respondents. This was minimized by orienting and briefing the research assistants on the data gathering procedures.

A representative sample could not be reached as computed due to circumstances within the respondents. However, exceeding beyond the minimum sample size was done by the researcher to avoid this situation. The study was carried out in private secondary schools in urban area only thus the study could not be generalized to all schools including rural schools in Uganda.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents findings, analysis and interpretation of results derived from primary and secondary data sources. It sections consist of background characteristics of respondents and results aligned with the objectives of the study. Out of the 140 selected respondents, 103 completed questionnaires were returned and 14 subjects participated in the interview. The response rate of 84% was generated from which the following results were obtained.

4.1 Background characteristics of respondents

The background information solicited and presented was about gender, education level of respondents and length of time respondents had spent dealing with management of private secondary schools in MakindyeUrban Council. The results for the gender of respondents are presented in table 2.

Table 2: Distribution of all respondents by gender

Male	Female
77%	23%

(Source: Primary Data, 2018)

From figure table 2, it can be seen that 77% of the respondents were male and 23% were female. This suggests that there were more male respondents than females in the study area. The study also investigated the education level of respondents. The results are presented in figure 3.

Table 3: Distribution of adult respondents by their level of education (non-students)

Category	Certificates	Diploma	Bachelor's degree	Master's Degree	Total
Percentage	6%	60%	32%	2%	100%

(Source: Primary Data, 2018)

The above findings show that the literacy level of the respondents that participated in this study is relatively high with majority of them having diplomas and bachelor's degrees. This implies that the majority of respondents were qualified enough to interpret the contents of the questionnaire and could therefore give an authentic view about the variables under study.

Table 4: Distribution according to the age of respondents

Age of students			Age of Teachers, head teachers, DES and others		
13-15	16-18	19+ years	20-29	30-39	40+ years
44%	48%	8%	45%	38%	17%

(Source: Primary Data, 2018)

According to the table 4 above, it was revealed that the majority of the adult respondents were in category of below 18 years since these were secondary school students. The distribution of adult respondents shows that majority were aged between 20-29 years followed by 30-39 years while those above 40 years were fewer.

Table 5: Distribution of students by their level of education

Category	O-level	A-level	Total
Percentage	72	28	100%

(Source: Primary Data, 2018)

Table 5 above indicates that majority of the students were in studying in O-level while the rest in A-level. This reflects that the O-level enrolment of higher than that of A-level and is congruent with national secondary school enrolment statistics.

4.2 Findings on the Level of Quality of teaching in private secondary schools

The first objective of this study was to examine the quality of teaching in private secondary school in Makindye Urban Council. To come up with realistic conclusions on this objective, the researcher asked respondents to do their self-rating on ten items on quality of teaching basing on Likert scale ranging from 1 representing strongly agree, 2 for Agree, 3 for not sure, 4 for Disagree and 5 for strongly disagree. The responses are summarized in table 6:

6: Responses Table on level of quality of teaching in private secondary schools

STATEMENT	SA		A		N		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Schools' administration recruits qualified teachers	8	7.8	78	75.7	3	2.9	10	9.7	4	3.9	103	100
Teachers make schemes of work when guiding my learners	0	0	17	16.5	2	1.9	75	73.8	8	7.8	103	100
Teachers make lesson plans for every lesson	2	1.9	15	14.4	2	1.9	61	59.2	23	22.3	103	100
The schools have adequate text books in the library	7	6.8	74	71.8	6	5.8	10	9.7	6	5.8	103	100
Teachers always attend to all lessons as allocated on the timetable	40	38.8	56	54.4	0	0	5	4.9	2	1.9	103	100
Teachers give assignment to students and mark them on time	7	6.8	72	69.9	0	0	17	16.5	7	6.8	103	100
The schools provides adequate instructional materials for learning	5	4.9	78	75.7	0	0	20	19.4	0	0	103	100
Teachers sometimes provide extra-lessons to help students	7	6.8	60	58.3	0	0	24	23.3	12	11.7	103	100
Is the school supervised by inspector of schools/supervisors	9	8.7	12	11.6	5	4.9	7	6.8	70	67.9	103	100
The schools do organize annual school PTA meetings	59	57.3	32	31.1	0	0	2	1.9	10	9.7	103	100

Key: (SD-Strongly Disagree, D-Disagree, N-Not Sure, A-Agree, SA- Strongly Agree

According to Table 6, majority of the respondents (83%) were in agreement with a view that Schools' administration recruits qualified teachers and only 13% of the respondents disagreed about this statement. This implies that schools are empowered with more teaching staff specifically for handling their subject combinations. This was in line with interview results who agreed that recruitment of professional teachers would empower teaching and learning in private schools.

The researcher went ahead to establish the opinions of the respondents on whether teachers make schemes of work when guiding my learners. Results in Table 6 indicate that 80% of the respondents' opinions were in disagreement with this assertion and only 18% of the respondents agreed that teachers make schemes of work.

According to what was also observed the majority of the private secondary schools in Makindye Urban Council, most teachers were not preparing teaching schemes of work which further contributed to poor quality of teaching in those schools.

The researcher further examined the opinions of the respondents on whether Teachers make lesson plans for every lesson. Results in Table 6 indicate that majority (81%) of the respondents' opinions were in disagreement with the statement while only 15% of the respondents' opinions were in agreement with this assertion.

It is no wonder that results in Table 6 also indicate that 77% of the respondents' opinions were in agreement that schools have adequate text books in the library and only 15% disagreed with this assertion.

The researcher was also interested in finding out whether teachers always attend to all lessons as allocated on the timetable. The results in Table 6 indicate that the majority (92%) of the respondents' opinions were in agreement with the view that teachers always attend to all lessons

as allocated on the timetable while only 7% respondents' opinions were in disagreement with this assertion.

It was also observed that most teachers do come for teaching very late which also affects the quality of teaching in private secondary schools since it is recommended that school management committee should intensify their monitoring and supervision of teachers' attendance in order to avoid absenteeism.

In addition, the researcher established whether teachers give assignment to students and mark them on time. The opinions of the respondents were given and results presented in Table 6. These indicate that the majority (76%) of the respondents' opinions agreed and 23% disagreed. This shows that teachers give assignment to students and mark them on time.

When the respondents were asked to give their opinion as to whether the schools provides adequate instructional materials for learning, most of them (80%) answered in agreement and 19% of the respondents answered in disagreement. Majority of the respondents that were interviewed also stated that, the school provides adequate instructional materials for learning.

The study also found out that in Makin dye Urban Council, teachers sometimes provide extra-lessons to help students (65% of the respondents answered in agreement with this).

Results in the table above also revealed that most of the schools are not being supervised by the inspectorates/supervisors of schools as this was opposed by the majority 67.9%. The percentage of the respondents that agreed was very small represented by 20.3%. This was an implication that most of the schools can operate year without being supervised. Failure of the authorities to supervise these schools has further retarded the performance in teaching in most of the schools as majority would not mind of who to blame them on how they conduct their professional.

Data also revealed that schools do organize annual school PTA meetings. This was supported by 88.4% of the respondents who agreed with the statement. Interviews conducted with some head

teachers revealed that most of the schools do organize annual school PTA meetings but the authority on the matters arising out of the meetings are always left for head teacher to decide on what to do. This has affected the quality of teaching as majority won't put matters of the meeting into action.

Through reviewing performance record sheets of UNEB exams it was observed that most of private secondary schools in Makin dye division urban council perform poorly and this was attributed to lack of instructional materials like textbooks, standard libraries and science laboratories.

4.3 Objective One Finding: relationship between School supervision by the head teacher and Quality of teaching.

The first objective was to determine the relationship between school supervision by the head teacher and the quality of teaching in private secondary school in Makin dye Urban Council. To come up with realistic conclusions on this objective, the researcher asked respondents to do their self-rating on ten items on quality of teaching basing on Liker scale ranging from 1 representing strongly agree, 2 for Agree, 3 for not sure, 4 for Disagree and 5 for strongly disagree. The responses are summarized in table 7:

Table 7: The relationship between school supervision by the head teacher and the quality of teaching

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
The schools always get Supervision from head teacher	25	24.3	61	59.2	2	1.9	12	11.6	3	2.9	103	100
Head teacher responds to the recommendations made by K.C.C.A supervisors	5	4.9	12	11.6	2	1.9	65	63.1	19	18.4	103	100
School B.O.G supervises the head teacher and the staff	3	2.9	14	13.6	2	1.9	71	68.9	13	12.6	103	100
The head teacher check the activities of the teachers and the students during classroom hours	6	5.8	84	81.6	6	5.8	1	1	6	5.8	103	100
The head teacher supervise the curriculum being taught by the teachers	30	29.1	66	64.1	1	1	6	5.8	0	0	103	100
Head teacher supervise the student's academic performance	5	4.8	82	79.6	0	0	7	6.7	9	8.7	103	100
The head teacher supervises the utilization of financial resources	4	3.8	75	72.8	4	3.8	20	19.4	0	0	103	100
All exams done in the school are supervised the head teacher and the staff teachers	5	4.8	72	69.9	0	0	14	13.6	12	11.6	103	100
The head teacher the supervises the teaching instructional materials	10	9.7	4	3.8	5	4.8	17	16.5	67	65.1	103	100

(Source: Field Research Findings, Key: (SD-Strongly Disagree, D-Disagree, N-Not Sure, A-Agree, SA-Strongly Agree)

According to Table 7, most of the respondents (84%) of the respondents' opinions were in disagreement that the schools always get supervision from the head teacher while only 14.5% of

the respondents agreed about this statement. This means that most of the schools in the study area do not always get supervision from the teachers.

The researcher went ahead to assess the opinions of the respondents on whether the head teacher responds positively to the recommendations made by K.C.C.A supervisors who always make flying visits to the school. Majority of the respondents 81.5% were in disagreement that the head teacher responds positively to recommendations made by K.C.C.A supervisors who always make flying visits to the school. 16.5% of the respondents agreed with the above statement.

Results in Table 7 indicate that 81.5% of the respondents' opinions were in disagreement with the statement that school B.O.G supervises the head teacher and the staff. Only 16.5% of the respondents agreed with this assertion. This means that most of the school B.O.G supervises the head teacher and the staff.

The researcher further examined the opinions of the respondents on whether the head teacher checks the activities of the teachers and the students. Results in Table 7 indicate that majority (87.4%) of the respondents' opinions were in agreement that head teacher check the activities of the teachers and the students while 6.8% of the respondents' opinions were in disagreement with this assertion. This clearly portrays that the majority of the head teacher check the activities of the teachers and the students.

The researcher went ahead to explore the respondents' opinions on whether the head teacher supervise the curriculum being taught by the teachers. Results in Table 7 indicate that 93.1% of the respondents' opinions were in agreement with this assertion. This clearly shows that most of the head teacher supervise the curriculum being taught by the teachers.

The researcher observed that due to modern construction materials, toxic chemical exposure and poor indoor air quality in most private secondary schools, students learning had been impeded, and contributed to myriad health problems, not the least of which is asthma as it was found out in the four high schools visited.

When the respondents were asked to give their opinion as to whether teachers supervise the student's academic performance, most of them (84.4%) answered in agreement and 15.4% of the respondents answered in disagreement. Majority of the respondents that were interviewed also stated that, teachers supervise the student's academic performance.

The study also found out that in Makindye Urban Council, the school head teacher supervises the utilization of financial resources (76.6% of the respondents answered in agreement with this). Results in the table above also revealed that the school head teacher don't supervise the utilization of financial resources (23.2%).

Data also revealed that all exams done in the school are supervised by the head teacher and the staff. This was supported by 74.7% of the respondents who agreed with the statement. Interviews conducted with some head teachers revealed that all exams done in the school are supervised by teachers and head teachers themselves

When the respondents were asked to give their opinion as to whether school head teacher supervises the instructional teaching materials used in day today running of the school, most of them (81.6%) answered in disagreement and 13.5% of the respondents answered in agreement. Majority of the respondents that were interviewed also stated that, school head teachers do not supervise the teaching instructional materials in day today running of the school.

According to reports from Inspectors from the Ministry of Education (2015-2016) and K.C.C.A it was observed that inspectors from the Ministry and K..C.C.A rarely does inspect schools. Therefore there is need to define and review standards of educational practice through planned series of inspections.

Table 8: Pearson correlation between school supervision by head teacher and the quality of teaching

		School supervision by the head teacher	Quality of teaching
School supervision by head teacher	Pearson Correlation	1	0.731**
	Sig. (2-tailed)		0.000
	N	103	103
Quality of teaching	Pearson Correlation	0.731**	1
	Sig. (2-tailed)	0.000	
	N	103	103

Source: Field Data (2018). Dependent Variable: Quality of teaching

The Pearson correlation results presented in Table 8 show that there is a positive significant relationship between supervision by the head teacher and quality of teaching in private secondary schools in Makindye Urban Council. ($r=0.731$, $p<0.05$). This indicated by Pearson correlation of 0.731 and significance of 0.000 and this rejects hypothesis and thus significant relationship.

A strong positive significant relationship between supervision by the head teacher and quality of teaching in private secondary schools in Makindye Urban Council. This is in agreement with Okurut (2010) define school supervision organs at all levels as a government representative. The government give overall direction to the operation of the school ensure that schools have development plans, approve and manage school budgets, supervise and monitor school finances and ensure transparency. Head teachers should report to D.E.O and to the ministry and closely work with board of directors in the private schools. The head teacher is accountable for all money and property of the school, he is supposed to work hard for quality improvement of the school. However it is the board of directors that takes the top decisions in the private schools regarding

quality education standards of students in terms of academic performance and development as well.

4.4 Objective Two: The Provision of school resources and Quality of teaching

The second objective of this study was to establish how resource provision is related to the quality of teaching in private secondary schools in Makindye Urban Council. To come up with realistic conclusions on this objective, the researcher asked respondents to do their self-rating on ten items on basic school resources provision basing on Likert scale ranging from 1 representing strongly agree, 2 for Agree, 3 for not sure, 4 for Disagree and 5 for strongly disagree. The responses are summarized in table 9.

Table 9: Responses regarding the provision of school resources and the quality of teaching.

STATEMENT	SA		A		N		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Schools have adequate well-constructed classrooms	3	2.9	9	8.7	6	5.8	75	72.8	10	9.7	103	100
The schools have adequate furniture for all students.	0	0	8	7.8	12	11.7	50	48.5	33	32.0	103	100
The school have enough teaching and non-teaching staff	6	5.8	70	68.0	2	1.9	24	23.3	1	1.0	103	100
School have UNEB Centre Numbers	18	17.5	58	56.3	0	0	21	20.4	6	5.8	103	100
The school have bank accounts where school fees is deposited and enough working capital	2	1.9	13	12.6	4	3.9	78	75.7	6	5.8	103	100
The school provide clean water for drinking	88	85.4	5	4.9	4	3.9	6	5.8	0	0	103	100
The school have good toilets for both girls and boys	87	84.5	12	11.7	1	1.0	0	0	3	2.9	103	100

(Source: Field Research Findings, Key: (SD-Strongly Disagree, D-Disagree, N-Not Sure, A-Agree, SA-Strongly Agree)

According to Table 9, an overwhelming majority (82%) of the respondents' opinions were in disagreement that Schools have adequate well-constructed classrooms while only 11% of the respondents agreed about this statement. This means that most of the schools in the study area do not have adequate well-constructed classrooms. To back up these findings, the researcher carried out an interview with some of the respondents and he was informed that most of the schools' quality of education has continued to decline.

During an interview with the KCCA Education Officer... .. he said that.. "It's a shame that we have allowed some of these schools to operate without finding out whether they have classes, staff quarters and other requirements. We have put our children at risk because most of these schools are renting people's homes and they call them schools. After few years most of them close and run away with our children's money and our students are left in space". The researcher also observed that most private schools in Makindye Urban Council lacked modern infrastructure such as well-built classrooms. This is because most schools had old and non-renovated school buildings which also could be affecting the quality of teaching in those schools. (K.C.C.A education officer said on 10th march 2018)

The researcher went ahead to assess the opinions of the respondents on whether the schools have adequate furniture for all students. Results in Table 9 indicate that 80% of the respondents' opinions were in disagreement with the statement that the schools have adequate furniture for all students. Only 8% of the respondents agreed with this assertion. This means that most of the schools in the study area were not possessing adequate furniture for all students. It was also revealed by majority of the respondents that were interviewed that in most schools, students share squeeze themselves on desks while teaching is going on.

The researcher further examined the opinions of the respondents on whether the schools have enough teaching and non-teaching staff. Results in Table 9 indicate that majority (74%) of the respondents' opinions were in agreement that the schools have enough teaching and non-teaching

staff while 24% of the respondents' opinions were in disagreement with this assertion. This clearly portrays that the majority of the schools have enough teaching and non-teaching staff despite the declining quality of education.

The researcher went ahead to explore the respondents' opinions on whether schools have UNEB Centre Numbers. Results in Table 4.2 indicate that 73% of the respondents' opinions were in agreement with this assertion. This clearly shows that most of the schools in the study area have UNEB Centre Number.

Using Students' UNEB (2015-2016) performance, it was observed that most private secondary schools in Makin dye Urban Council regularly poorly in their UNEB examinations due to lack of adequate physical facilities such as teaching materials, furniture and other related materials which impact significantly on the quality of teaching of students.

The researcher was also interested in finding out whether the schools have bank accounts where they deposit school fees and enough working capital. The results in Table 9, indicates that the majority (80%) of the respondent's opinions were in disagreement with the view that schools have bank accounts where they deposit school fees and enough working capital while only 14% respondents' opinions were in agreement with this statement. This indicates that most school did not own bank accounts where students' fees are deposited and most schools have no working capital.

One of the respondents revealed that "head teachers of the private secondary schools use their personal account instead and that's where students' fees is deposited". Other respondents added that this has accelerated decline in quality of education as many head teachers use the money for their personal issues and even forget to pay the teachers.

In addition, the researcher further established whether private secondary schools in Makin dye urban council provide clean drinking water to students and the staffs. The opinions of the

respondents were given and results presented in Table 9 indicate that the majority (90%) of the respondents' opinions agreed and only 6% disagreed or agreed while 4% of the respondents neither agreed nor disagreed in their opinions. This shows that many schools are clean drinking water.

The interview result showed that most of the schools had been registered and licensed with ministry of education and sports. A respondent argued,

"It becomes hard for you to operate without a licenses because most of the time the local councils and parents are always asking before they give you business/ students, KCCA officials come here every term to find out whether we have operational licenses if not they close your school" (one of the headteacher lamented

In other findings, it was revealed by majority of the respondents (96%) agreed that schools have good latrines. Majority of the interviewed respondents actually stated that schools have good latrines since they are an urban council. Only 3% of the respondents disagreed.

The researcher was also interested in finding out whether the schools have their own land. Through interview the majority of the respondents' opinions were in agreement with this assertion that most school has their own land where the schools operate from only few disagreed with it. This implies that schools have their own land.

The interview result showed that most of the schools had been registered and licensed with ministry of education and sports. A respondent argued,

"it becomes hard for you to operate without a licenses because most of the time the local councils and parents are always asking before they give you business/ students, KCCA officials come here every term to find out whether we have operational licenses if not they close your school"

Most schools were observed to be lacking sufficient teaching materials which also affected the quality of teaching in those schools. In addition, it was established that inconsistence

monitoring of instruction materials, students' assessment, uncoordinated guidance and counseling programs negatively affect students' educational outcomes.

Table 10: Pearson's Correlation between school Resource Provision and quality of teaching

		Resource Provision	Quality of teaching
Resource Provision	Pearson Correlation	1	0.861**
	Sig. (2-tailed)		0.000
	N	103	103
Quality of teaching	Pearson Correlation	0.861**	1
	Sig. (2-tailed)	0.000	
	N	103	103

Source: Field Data (2018). Dependent Variable: Quality of teaching

The Pearson correlation results presented in Table 10 show that there is a positive significant relationship between basic school resources and the quality of teaching in private secondary schools in Makin dye Urban Council. ($r=0.861$, $p<0.05$). This indicated by Pearson correlation of 0.861 and significance of 0.000 and this rejects hypothesis and thus significant relationship.

A strong positive significant relationship between basic school resources provision and the quality of teaching in private secondary schools in Makin dye Urban Council. This is in agreement with Dugguh (2012) who argued that staff welfare in the school like prompt payment of salaries and allowance rewarding of the staff leads to higher work performance, however delayed salaries to workers in a school leads to low work performance, these is due to the fact that it demoralizes the staff of effectively perform their duties. In addition, Ojewule, (2004) opted that to use the salary as a motivator effectively, personal manager must consider major components of salary structure. There are the job rate, rewarding according to performance, and the particular skill of the worker.

4.4 Objective Three: Strategic planning and Quality of teaching in private schools

This study was also aimed establishing the relationship between strategic planning and the quality of teaching in private secondary schools in Makindye division Uganda. To come up with realistic conclusions on this objective, the researcher asked respondents to do their self-rating basing on Likert scale ranging from 1 representing strongly agree, 2 for Agree, 3 for not sure, 4 for Disagree and 5 for strongly disagree. The responses are summarized in table 11:

Table 11: Responses on the strategic planning and quality of teaching in private schools in Makindye urban council.

STATEMENT	SA		A		N		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Recruit more trained professional teachers	7	6.8	77	74.8	5	4.9	12	11.7	2	1.9	103	100
Provide quality teacher training program	7	6.8	80	77.7	4	3.9	11	10.7	1	1.0	103	100
Government through MOES should consider funding private schools.	7	6.8	87	84.5	4	3.9	4	3.9	1	1.0	103	100
Ensuring proper school financial management	24	23.3	19	18.4	2	1.9	65	63.1	2	1.9	103	100
Giving scholarships to excellent and needy students	4	3.9	70	68.0	2	1.9	26	25.2	1	1.0	103	100
Allocating all school activities on the time table.	6	5.8	70	68.0	6	5.8	18	17.5	3	2.9	103	100
Establishing district effective committees to monitor and supervise all school activities	1	1.0	17	16.5	8	7.8	69	67.0	8	7.8	103	100
Purchasing more text books	8	7.8	76	73.8	5	4.9	14	13.6	0	0	103	100
School administrators should offer support to motivate teachers	7	6.8	78	75.7	4	3.9	11	10.7	3	2.9	103	100

(Source: Field Research Findings, Key: (SD-Strongly Disagree, D-Disagree, N-Not Sure, A-Agree, SA-Strongly Agree)

According to Table 11, an overwhelming majority (82%) of the respondents' opinions were in agreement that schools should recruit more trained professional teachers as a strategic plan to improve on the quality of teaching, while only 13% of the respondents disagreed about this statement.

The researcher went ahead to establish the opinions of the respondents on whether providing quality teacher training programs as the best effective strategy towards quality education in private secondary schools. Results in Table 11 indicate that 84% of the respondents' opinions were in agreement with this assertion and only 11% of the respondents disagreed with it.

The researcher further examined the opinions of the respondents on whether the government through MOES should consider funding private schools. Results in Table 11 indicates that majority (91%) of the respondents' opinions were in agreement that government through MOES should consider funding private schools while only 5% of the respondents' opinions were in disagreement with this assertion.

Interviewed respondents also stated that funding private schools will further boost the quality of education; they added that teachers would be paid on time using students' schools and then government funds would be used to cater for other school programs.

Results in Table 11, also indicate that majority of the respondents (55%) answered in agreement when they were asked whether ensuring proper school financial management is an effective strategy of improving the quality of education. When the respondents were asked on whether giving scholarships to excelling and needy students would boost the quality of teaching, most of them (72%) answered in agreement and 26% disagreed.

The study also found out that the allocating all school activities on the time table is one way of effective strategic planning for improving the quality of education. 74% of the respondents answered in agreement with this). Majority of the respondents that were interviewed also stated

that allocating all school activities on the time table towards improving the quality of teaching in Makin dye Urban Council.

It was further revealed by majority of the respondents (74%) disagreed that establishing district effective committees can help to monitor and supervise all school activities. In addition, majority of the respondents (82%) also agreed that purchasing more text books. The researcher also examined the opinions of the respondents on whether school administrators should offer support to motivate teachers. Results in Table 11 indicate that majority (82%) of the respondents' opinions were in agreement that school administrators should offer support to motivate teachers.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study were discussed after which the conclusions and recommendations were drawn. For clarity, the chapter is arranged according to the three research objectives that the study sought to find out. The discussion is related to the theoretical frame work and the literature review and then conclusions, recommendations are drawn.

5.1 Discussion of the study findings

The general objective of the study was to examine the management of private secondary schools on quality of education in Makindye division urban council. A sample size of 123 out of a population of 187 was used with guidance from Krejcie and Morgan (1970) table of determining the sample size but 112 respondents participated in the study. The high attendance of 84% rendered the results representative. The subsequent sub-sections further present the discussion of findings on the quality of teaching and others aligned to the objectives of the study.

5.1.1 Quality of Teaching in Private Secondary Schools in Makindye urban council, Kampala, Uganda.

In this study the respondents had varying levels of perception on the quality of teaching in private secondary schools in Makindye urban council. The findings from the respondents indicated that their quality of teaching was still low though there is recruitment of qualified trained teacher as this was proposed to 84% who agreed. However from the interviews it was reported that some of these schools are suffering from inadequate qualified staff which is affecting the quality of teaching in these schools.

A lot of professionalism in terms of teachers conduct on these schools is still lacking as study respondents showed that though some teachers make schemes of work and lesson plans. Most of the teachers don't prepare schemes of work which would improve on the quality of teaching and learning in these schools. This finding is similar to Miske, Dowd, et al., 20011) who asserted that relatives to girls and boys, parents, educators and researchers express important concerns about teachers who don't prepare before classroom which create an unsafe environment for students. Studies indicate that due to liberalization of education sectors in Malawi, schools end up employing unprofessional teachers and this has led to high level of dropouts, absenteeism, and sexual harassment of girls in school and failure of many students.

The study established that private schools are suffering from infrastructure development like classes are not enough, and doesn't cater for all learners needs as some of these schools are overcrowded with big numbers of teacher student ratio. It was revealed that there is still lack of access to laboratories and inadequate books in the libraries. Some of these schools are not prepared in terms of teachers' accommodation. Sutton (2009), points out that Quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficacy hence the need to establish the impact of class size on quality of private schools under educational liberalization.

The researcher found out that teachers always attend to all lessons as allocated on the timetable. The results in Table 6 indicate that the majority (92%) of the respondents' opinions were in agreement with the view that teachers always attend to all lessons as allocated on the timetable while only 7% respondents' opinions were in disagreement with this assertion. *It was also observed that most teachers do come for teaching very late which also affects the quality of teaching in private secondary schools since it is recommended that school head teacher should intensify their monitoring and supervision of teachers' attendance in order to avoid absenteeism.* This is in line with Kamya (2012) who stressed that monitoring and supervision of school board

of governors and head teachers by checking on student's attendance, academic performance and teacher's attendance leads to good student's academic progress

5.1.2 Discussion of results on School Supervision by head teacher and the Quality of teaching in Makin dye urban council

Staff and financial management is the key aspect of school management. Other school areas that need supervision and monitoring in the school are library infrastructure, classrooms, playground, and student's hostels among others. Opinions of the respondents on whether head teacher respond positively to the recommendations of KCCA schools supervisors who always make flying visits to the school. Majority of the respondents disagreed that the head teacher responds positively to the recommendations 81.5%, 16.5% agreed that the head teacher responds positively to the recommendations of the KCCA who make flying visits to the school. This is indicated in table 8.

The study revealed that 81.5% of the respondents' opinions were in disagreement with the statement B.O.G that supervises the head teacher and the staff. Only 16.5% of the respondents agreed with this assertion. This means that most school B.O.G does not supervise the head teacher and the staff which has affected the quality of teaching. Whether the head teacher checks the activities of teachers and students. The results indicate that majority (87.4%) of the respondent opinions were in agreement that the head teacher checks the activities of the teachers and the students while 6.8% of the respondents opinions were in disagreement with the assertions. This clearly portrays that that the majority of the head teachers check the activities of the teachers and the students during class time hours, this clearly shown by Research by Al-Hassan and Adam (2009) revealed that poor supervision by headteacher and school leadership was a major cause of teacher poor performance in private schools in Ghana. They called upon school management to perform their duty diligently to check the situation to improve on the quality of teaching

The study found out that a lot of challenge is faced in supervising instruction materials. When the respondents were asked to give their opinion as to whether school head teacher supervises the

instructional teaching materials used in day today running of the school, most of them (81.6%) answered in disagreement and 13.5% of the respondents answered in agreement. Majority of the respondents that were interviewed also stated that, school head teachers do not supervise the teaching instructional materials in day today running of the school .this hampers the quality of teaching.

Findings indicated that the relationship between school supervision and quality of teaching was computed at a Pearson Correlation Coefficient of 0.731. The significance of the relationship was within the acceptable range as it stood at 0.00 which rejects hypothesis and this signifies that the relationship between the two variables was strong, positive and significant. This implies that school supervision plays a vital role in improving on the quality of teaching in private secondary schools. This is in line with Sadun and Reenen (2014) who argued that quality of teaching is affected by poor supervision and monitoring, operations managements, target setting and talent management in day-to-day activities. Findings further revealed that school management practices are strongly linked to pupil outcomes such as test scores, class size, competition and teaching quality

5.1.3 Discussion of results of school resource provision and quality of teaching

Education act 2008 indicates that the school management must manage key aspects of school resources mostly finances. Effective system of finance management and monitoring need critical transparency of money to perform the need roles. The study established that private schools are suffering from lack of infrastructure developments, some of the schools aren't prepared in terms of teachers accommodation, classes aren't enough, and don't cater for all learners needs as some schools are overcrowded with high numbers of teacher student ratio. It was revealed that there was still lack of access to laboratories and inadequate books in the libraries. Sutton (2009), points out that Quantitative relationships between class sizes and academic achievement rarely take other key factors into account, such as teachers' perceptions and of working conditions and their sense

of efficacy hence the need to establish the impact of class size on quality of private schools under educational liberalization.

The study revealed that majority (74%) of the respondents opinions were in agreement that the schools have enough teaching and non-teaching staff while 24% of the respondents are opinions was in disagreement with the assertion. This clearly portrays that the majority of the schools have enough teaching and non-teaching staff despite the teaching and non-teaching staff despite the declining quality of education. The respondent's opinions on whether schools have UNEB Centre Numbers, it was revealed that most schools in Makindye urban council have UNEB Centre and are registered with ministry education.

It was found that must schools have no bank accounts where students deposit their school fees and lack enough working capital. The results indicate that the majority of (80%) of the respondent's opinions were in disagreement with the view that schools have bank accounts where they deposit school fees and have enough working capital while only 14% respondents' opinions were in disagreement with this statement. This indicated that most schools didn't own bank accounts and where student's fees are deposited and most schools have no enough working capital to improve on the quality of teaching.

Therefore for the purpose of improving on the quality of teaching a lot has to be done to ensure adequate provision of resources to the schools by the management, this could be in terms of financial resource, school infrastructure, human resource and teaching materials. This is in agreement with Dugguh (2004) who argued that financing and staff welfare leads to higher working performance. However, lack of finance and delayed payments of teachers in schools leads to low work performance. This is due to the fact that the staff will be demoralized to work effectively, Ojewule, (2004) opted that to use salary as a motivator, school managers must consider major components of salary structure, the job rate, rewarding according to performance and the particular skill of the worker.

The study shown that must private secondary schools in Makindye urban council have their own land. Through interview the majority of the respondents' opinions were in agreement with this assertion that most school has their own land where the schools operate from only few disagreed with it. This implies that schools have their own land where the school operates from.

The Pearson correlation results showed that there is a positive significant relationship between basic school resources provision and the quality of teaching in private secondary schools in Makindye Urban Council ($r=0.861$, $p<0.05$). This was indicated by Pearson correlation of 0.861 and significance of 0.000 and this rejects hypothesis and thus significant relationship. A strong positive significant relationship between basic school resources and the quality of teaching in private secondary schools in Makindye Urban Council. This finding was in line with Willms (2000) who indicated that lack of financial support, human capital and larger class sizes hurt the quality of private schools. Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length.

5.1.4 Discussion of results on strategic planning and quality of teaching

The question of most strategic planning, Ministry of Education can adopt planning measures to ensure that private secondary schools can efficiently and effectively perform to improve on the quality of education in the country.

The study found out that there is a need to plan by stakeholders especially Teacher training programs in promoting quality education in terms of planning and management. This should also involve educating members on curricular value awareness, rights and responsibilities.

All these are relevant in creating awareness and empowering Teachers on how, when, why and what in enhancing their different roles in school activities. In support of this, Akuna (2004) on policy development and advocacy in east Africa reveals that there is need to improve on the quality of teacher empowerment through training, increase their salary and supervision for

effective participation in co-curricular activities. This would uplift the standard of education in East Africa.

The provision of adequate physical resources including facilities equipment and maintenance could help in influencing attitudes and facilitating school programs. This was in line with Spillane, and Pareja (2007), who further recommended for effective and efficient school facilitation so as to bring about better quality of education.

Among the strategies of enhancing effective participation in education institutions, is for government to take up these schools through funding and strict supervision of both school dealings. This will improve on school involvement in education. This is in conformity with Kigozi (2010), in his study about challenges of UPE and USE in Central Buganda. He revealed that effective supervision of instruction could improve the quality of teaching and learning in the classroom.

The study findings further revealed the need for the government through Ministry of Education to increase on the general budget allocated for schools on sports. This will help Head teachers allocate more money to all school programs. This is in line recommendations by Vision report (2012), Ekadu (2013) and James (2004). They suggest that Government should recruit teachers who are already serving and put them on government pay roll this will save head teachers from diverting the Miguel resources to other programs. This would involve appointing co-curricular department committee or appointing an independent person to do regular checks of the school participation in music dance and drama. Armstrong (2011) points out the need for a competent and efficient human resource management towards organizational progress as regards attaining the objectives.

These findings were similar to those of the previous studies of Mandikela (2006) that schools and parents should be made aware of the importance of getting involved in the school management physically, morally and financially in order to ensure that their children receive the best possible

education available. Osiri, Ondigi and Simatwa (2012) in their findings recommended that MOESTS should monitor and approve all expenditure and ensure that all school activities are implemented.

5.2 Conclusions

The study has shown that private secondary schools in Makindye urban council Kampala, Uganda have made a good numbers of students join secondary schools education. In reference to the main objective, on the quality of teaching in private secondary schools, it was observed that must these schools couldn't avail adequate instructional materials, no enough class rooms, must teachers don't make scheme and lesson plans in these schools which have negatively impacted on the quality of teaching.

Conclusion on objective one was that majority of the private secondary schools have challenges in supervision and monitoring by the head teacher therefore his involvement in clear supervision and monitoring of school activities can improve the quality of teaching and student learning.

In objective two it was seen that private schools in Makin dye division lack proper resource provision by the school management in terms of human, physical and financial resources. Therefore, more effort is needed to work upon on such areas if quality of teaching is to be achieved.

For objective three, there is a need for government and entire school community to plan and support private secondary schools in terms finance, human capital, teaching materials and to clear supervise and monitor the activities of these schools to improve on the quality of teaching.

5.3 Recommendations

Basing on the study findings and the conclusions, the researcher derived the following recommendations:-

Government should ensure that all private schools are registered with the minimal requirements in place for operating these schools. This should be through effective and efficient school monitoring and supervision.

The study recommended that private schools should ensure recruitment of qualified teachers to improve on the quality of teaching and learning and ensuring that there are retooling programs for school staff.

Government should consider giving free interest loans to private schools this will help them in financing their activities especially catering for teacher's needs.

5.4 Areas for further research

For future research, there is need to research about the financial management, indiscipline of students and quality of education in private secondary schools in other divisions of Kampala, Uganda.

Another research study should be carried out on the management of public secondary schools and the quality of teaching in a comparative analysis with private secondary schools in Uganda.

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APPENDICES

APPENDIX I: TEACHER'S QUESTIONNAIRE

Dear Teacher, you have been chosen to complete this questionnaire entitled “*management of private secondary schools and the Quality of teaching in Uganda: A case of Makindye division urban council*” **Kampala**. This study is part of the requirement to complete my masters’ degree at Kyambogo University. I request you to give genuine information and kindly do not leave any option unanswered. Your responses will not be disclosed to others and is for academic purposes only. Thank you very much in advance.

SECTION A: Background Data (Please tick any which applies)

1. **Gender** Male ☐ Female ☐

2. Age

a) 20-29 years ☐

b) 30-39 years ☐

c) 40 and Above ☐

3. **Education Level**

a) Secondary School ☐

b) Diploma ☐

c) Degree ☐

d) Master Degree ☐

e) Others (Specify) ☐

For each of following, tick the appropriate alternative indicated

Strongly Agreed (SA), Agree (A), Not Sure (N), Disagreed (D), Strongly Disagreed (SD).

	Section B: Level of quality of teaching in the school	SA	A	N	D	SD
1	The school administration recruits qualified teachers.					
2	I make schemes of work when guiding my learners					
3	I make lesson plans for every lesson					
5	The school has adequate text books in the library					
6	I always attend to all my lessons as allocated on the timetable					
7	Give assignment to students and mark them on time					
8	The school provides adequate instructional materials for learning					
9	Teachers sometimes provide extra-lessons to help students					
10	Am always paid my salaries promptly					
	Section B: Relationship between school supervision by head teacher and the quality of teaching in private secondary school in Makin dye urban council.	SA	A	N	D	SD
1	The schools always get Supervision from head teacher					
2	Head teacher responds to the recommendations made by K.C.C.A supervisors					
3	School B.O.G supervises the head teacher and the staff					
4	The head teacher check the activities of the teachers and the students during classroom hours					
5	The head teacher supervise the curriculum being taught by the teachers					
6	Head teacher supervise the student's academic performance					
7	The head teacher supervises the utilization of financial resources					
8	All exams done in the school are supervised the head teacher and the staff teachers					

9	The head teacher the supervises the teaching instructional materials					
	Section C: Relationship between school resources provision and quality of teaching.					
1	The school has enough teaching and non-teaching staff					
2	The school licensed and registered with ministry of education and sports					
3	The school has UNEB Centre number.					
4	All buildings are properly plastered and the floor is cemented					
5	My school has its own land					
6	We have good latrines/toilets at our school					
7	The school has school accounts where students deposit fees					
8	Does your school have enough working capital					
9	School fees are charged according to the government directives					
10	School owners promptly pay the teaching staff					
	Section D: Strategic planning and quality of teaching in school					
1	Recruit more trained professional teachers					
2	Provide quality teacher training program					
3	Government through MOES should consider funding private schools.					
4	Ensuring proper school financial management					
5	Giving scholarships to excelling and needy students					
6	Allocating all school activities on the time table.					
7	Establishing district effective committees to monitor and supervise all school activities					
8	Purchasing more text books					
9	School administrators should offer support to motivate teachers					

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS AND K.C.C.A. OFFICIALS

1. Do private secondary schools in Makindye urban council follow the directives in the Education Act 2008 as regards to;
 - i. Physical infrastructure
 - ii. School management
 - iii. School supervision
 - iv. school resources provision
2. What can you say about the quality of private secondary schools in Makindye urban council as regards to teacher quality, school environment and academic performance? (Probing different information regarding teacher quality, school environment and academic performance in private secondary schools in Makindye)
3. In your view, is there any relationship between educational Management and the quality of teaching in private secondary schools in Makindye?
4. What other thing would you like to say about school supervision and the quality of private secondary schools in Makindye?
5. In which way does the head teacher get involved in provision of basic school resources?
6. What strategic plan can be done to see that the quality of education is achieved in Uganda?

Appendix III: OBSERVATION CHECKLIST

1. Students' performance reports (UNEB 2015-2016)
2. School environment
3. Teachers' schemes of work
4. Availability of teaching materials such as text books and laboratory equipment
5. Teachers attendance lists
6. School infrastructure such as, classrooms, toilets etc
7. Inspection reports

Appendix IV: STUDENT'S QUESTIONNAIRE

Dear Student, you have been chosen to answer this questionnaire entitled "*management of private secondary schools and the Quality of teaching in Uganda: A case of Makindye division urban council*" **Kampala**. This study is part of the requirements to complete my masters' degree at Kyambogo University. I request you to give true information and kindly do not leave any option unanswered. Your responses will not be disclosed to others and will be used academic purposes only. Thank you very much in advance

SECTION A: Background Data (Please tick any which applies)

1. Gender Male ☐ Female ☐

2. Age

a) 13-15 years ☐

b) 16-18 years ☐

c) 19 and Above ☐

3. Education Level

a) O Level ☐

b) A Level ☐

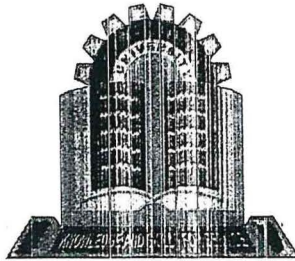
For each of following, tick the appropriate alternative as indicated

Strongly Agreed (SA), Agree (A), Not Sure (N), Disagreed (D), Strongly Disagreed (SD).

	Section B: Level of quality of teaching in the school	SA	A	N	D	SD
1.	The school has qualified teachers who teach you well.					
2.	The teachers teach you following the scheme of work.					
3.	The teachers give up to date notes which is organized.					
4.	The school has adequate text books in the library.					
5.	Teachers attend all lessons allocated on the time table.					
6.	Teachers give assignments to students and mark them on time.					
7.	The school provides adequate instructional materials for leaning.					
8.	Teachers sometimes provide extra-lessons to help students.					
9.	Teachers complain about delayed payments of salaries.					
10.	The school has conducive environment for revision.					
	Section B: Relationship between school supervision by the head master and the quality of teaching in the private secondary schools in Makindye division Urban council Kampala, Uganda.	SA	A	N	D	SD
1.	The head teacher always supervises the school.					
2.	The K.C.C.A school supervisors always make visits to the school					
3.	The BOG always come to school to supervise school activities					
4.	The head teacher checks the activities of teachers and students					
5.	The HM always check the books to see what the teacher gives us					
6.	Head teachers supervise the student's academic performance					
7.	All exams done in the school are supervised by head teachers and the staff					
8.	The parent regularly come to school to talk to the head teacher about our performance					

9.	School prefects participate in day today running of the school.					
	Section C: Relationship between school resource provision and quality of teaching.					
1.	The school has enough teachers for all subjects.					
2.	The school is licensed and registered with Ministry of education.					
3.	The school has UNEB Centre number.					
4.	All buildings are properly plastered and the floor is cemented.					
5.	My school has its own land or renting.					
6.	We have good latrines/toilets at our school for both boys and girls.					
7.	The school has school accounts where students deposit fees.					
8.	Do you students pay school fees in time.					
9.	Students pay equal amounts of school fees.					
10.	The school has permanent teachers.					
11.	Is the class size enough to accommodate all of you?					
	Section D: Strategic planning and quality of teaching in private schools.					
1.	The school should bring more trained teachers.					
2.	Head teacher should supervise the school activities effectively.					
3.	Government through should consider funding private schools.					
4.	Parents should pay school fees in time.					
5.	Giving scholarships to excelling and needy students.					
6.	Allocating all school activities on the time table.					
7.	Parents should make academic visits to the school.					
8.	Purchasing more text books and desks.					
9.	Our teachers should be motivated to teach.					

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Department of Educational Planning Management

Date: 2nd July 2015

The Director of Education Standards
Kyambogo - Kampala

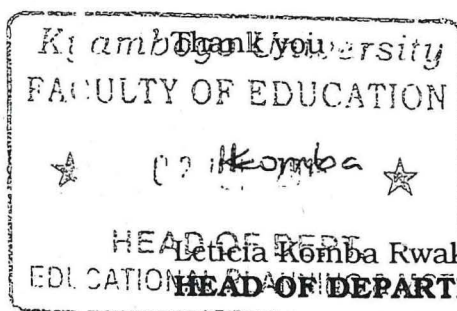
Dear Madam

RE: KATUMABA GORDON, REG. No. 13/U/1950/GMED/PE

This is to certify that **KATUMABA Gordon, Reg. No. 13/U/1950/GMED/PE** is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

**Management of Private Secondary Schools and Quality of Teaching in
Makindye Urban Council, Kampala, Uganda**

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



Leticia Komba Rwakijuma (Mrs.)

HEAD OF DEPARTMENT