CHALLENGES/DILEMMAS OF PRIVATE SECONDARY SCHOOL MANAGEMENT AND LEADERSHIP IN UGANDA

(A case of selected schools in Mukono District)

A Thesis submitted in partial fulfilment of the requirements of a master of philosophy in education of *NLA – School of Religion, Education and Intercultural studies.*

By:

JOHN SSALI SSEKIZIYIVU

Supervisor:

Associate professor EINAR REIGSTAD

Bergen, Norway, November 2009

DECLARATION

I John Ssali Ssekiziyivu, hereby declare that the work contained in this research report is original and has never been submitted for any award in any University. Where the work of other scholars has been consulted, reference has been made.

Signed…………………………………………………………..

       JOHN SSALI SSEKIZIYIVU

Date…………………………………………………………………..

APPROVAL

This is to certify that John Ssali Ssekiziyivu has carried out this research under my supervision and guidance. He has fully completed the work and it is ready for submission to the university senate for the award of Master of Philosophy in Education of NLA – School of Religion, Education and Intercultural studies**.**

Signed by …………………………………………………………………..

ASS PROF: EINAR REIGASTAD.

ACKNOWLEDGEMENT

At the University level the following are worthy recognising due to their endless support towards my success in life. Rev. Prof. Daniel Button, Prof Byaruhanga Christopher, Prof. Sserwanja Margaret Nankya, Ev. Mugabi John, Prof. Peggy Noll, Dr Kagoda Alice , Prof Opolot, Dr OPol Samuel, Miss Kobusingye Nancy, Prof. Musiimenta Annet, Mrs. Kyeyune Christine , Prof. Kahuma James , Miss. Siri Elizabeth Hauge, Mr. Morten Rasmussen , Prof .Einar Bygastad and Prof. Opedal.

Turning to family members, thanks go to Mr Kefeero`s and late Byaruhanga`s family for endless prayers and emotional support throughout my stay in Norway. Special thanks go to my dear sister Najjemba Teopista and Dear Mum Ndagire Juliet for all their support and love they extended towards my young family. Last but not least, let me extend my heartfelt thanks to a very special person in my life and that's My Fiancée Lady Ajuna Jemmie. Lady Jemmie thanks so much for your emotional and psychological support throughout my stay in Norway. You are so constructive, hardworking, loving, caring and indeed God sent. I now understand that a good wife is given by God. Greetings to Pretty Katrice Nassali, I thank her for motivating me to work hard and her words of wisdom she shared with me as I was a way from home meant a lot in my life.

DEDICATION

To two vital families in my life (Kafeero`S and Late Byaruhanga`s family)

ABSTRACT

This research project is based on the theme entitled "challenges /dilemmas of private secondary school management and leadership in Uganda. The gist of this research project is on management and leadership in private secondary school of Uganda and one of its fundamental research question is "what are the main challenges of leadership and management in privately owned secondary school and how does the head teacher manages to carry on his activities along side these challenges. Other research questions that this research project addresses are "Why do these challenges exist and what could be a better way forward for reducing or solve these challenges. This is the problem to this research project that the research findings will address.

To deal with this problem, the study is based on the case study of two private secondary schools identified as school A and B and the research techniques employed in this study are qualitative based on methods like observation, qualitative interviews and document use being significant during data collection. The context of the society where my case was selected is given in the background chapter (chap2) which will help my readers to critically assess my research findings and possibly get to know the world view and background that may influence my arguments while discussing research results.

The research findings of this study are in line with the three main concepts of qualitative research which are validity, reliability and generalizability. These are described as scientific holy trinity. (Kvale, 1996:229). As we shall see in the methodology part, external validity refers to the extent to which findings from a given case study can be generalised and internal validity focuses on whether there is a good match between the researcher's observations and the theoretical ideas they develop. Reliability pertains to the consistency of the research findings throughout the research project. (Hoyle, 2002:32). This research project followed all these principles and the results will just give a theoretical frame work from which reasoned judgement could be made to the extent to which the results presented here may be used as a guide to what might happen in another situation as termed as analytical generalisation. (Kvale, 1996:233).

Table of Contents

CHAPTER ONE

1.0   INTRODUCTION

1.1   An overview of the chapter

This chapter contains statement of the problem, aims and objectives of the study, research questions, purpose and significance of the study, origin of interest in the study and organisation of the thesis. This overview is intended to give the reader a chronological flow of the contents in the thesis work specifically under the organisation of the thesis part. I will start with the statement of the problem since it's the gist of this research work from which all other contents originate.

I.2   Statement of the problem

Private secondary schools are owned or run by private individuals, groups or organisations with varying interests like economic motives, evangelising the gospel, spreading a given cultural belief, political reasons, academics and others.

Independent private schools are institutions that are not financially aided in full or part by the state and in Uganda they constitute the highest percentage compared to state owned secondary schools. (Ssekamwa, 2001). The issue of private schools in Uganda is as old as 1925(Ibid).

This research project is intended to focus on leadership/ headship and management challenges of privately owned secondary schools in Uganda. Much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than on the abundance of available resources, and that the capacity schools to improve teaching and learning is strongly influenced by the quality of leadership provided by the head teacher. (World Bank report 2008:30).

English (2006) observes that leadership and management are too complex and this is mainly due to several challenges/ dilemmas involved. The challenges/dilemmas encountered while running and managing these schools may be internal or external. Some of the internal dilemmas cited include issues related to personal and organisational goals, task structures,

hierarchy and professionalism where by one entangles professionals in bureaucratic and participative decision- making structures. (Murphy, 1999:279).

Dunk lee (2000:23) observes that the principal is the administrator, manager and a leader, but he or she can never be completely autonomous but is part of and necessarily responsive to and organisational hierarchy .To faculty and staff at the school site, the principal is the boss, to the Board of Governors (BOGS) and other legitimate owners, he is just another employee occupying one of lower ranks on the managerial ladder. The principal is sometimes regarded as a stranger in a strange land especially for the new principals (Ibid).

The external challenges mainly come from the environment and for this reason, I will comment on the out side challenges too even though may not be management related.

Despite all the dilemmas/ challenges cited above, the school has to go on and it's the head teacher/principal to ensure that the school moves on.

In Ugandan context there are local differences amongst the employees due to cultural differences, languages, beliefs, religion, government policy and all these have an impact on the way private schools are run and managed.

Basing on these dilemmas, am interested in finding out further about leadership and management challenges in private secondary schools and how the principal/head teacher manages to run the institution a long side these dilemmas.

It is important to note that internal dilemmas/challenges will be assessed deeper compared to external ones. Since both external and internal challenges are interdependent and complementary, it's inevitable to avoid commenting on external challenges too.

1.3   Objectives of the study

1.3.1   General objective

The general objectives of this study are to establish the internal / external leadership challenges experienced in private secondary schools and how the head teacher manages to run day to day activities of the school a long side these challenges.

1.3.2   Specific objectives

A) To identify several challenges of privately owned secondary schools

B) To find out how the head teacher carries out his management despite the several challenges in private schools.

C) To gain more insight and knowledge concerning private secondary school management.

D) To find out the relationship between the state and privately owned secondary schools.

1.3.3   Research questions

This research project is meant to answer the following questions;

1) What are the main challenges of privately owned secondary schools?

2) Why do these challenges exist?

3) How does the head teacher perform his duties despite conflicting interests and challenges in private secondary school?

4) What could be a better way forward for reducing or solving these challenges in privately owned secondary schools?

1.4   Significance of the study

Following my experience I gained while serving as a teacher and administrator in private secondary schools, it is in my interest to find out how the head teacher handles his management despite the intense pressure from different parties in the school. These may include directors, teachers, parents and others.

Private secondary schools serve the purpose of educating the human resource of the country (Uganda) a long side public/ state owned schools, so this study can create insights on the role played by private secondary schools in human resource development and the need for their support from the state.

This study may help potential educationists who may opt to join management of private secondary schools.

To the public, the study may act as a guide in their decision making on where to take their children for education. The choice is always between private or state owned schools.

This study may be a basis for policy makers to plan for private secondary schools too since they also handle potential human resource of the country.

In line with this view, this research may provoke other scholars into further enquiry and deeper survey into the subject.

Finally, this study will partially lead to the award of a Master of Philosophy in Education of *NLA – School of Religion, Education and Intercultural studies* (Bergen, Norway).

1.5 Background to the study

I have attained my education through only privately owned institutions and after developing my career as a teacher, I have ever since served in privately owned institutions at different capacities. While serving in these institutions, the head teacher served as a shock absorber for any eventualities. This has prompted me to investigate further on how the head teacher manages the day to day administrative responsibilities .I found out that some times you have to compromise the professional ethics while managing private institutions.

There is limited research on this subject yet it's too vital for the efficiency of education system in the country.

In Uganda today the state through the ministry of education and sports is striving to ensure that both state and private owned secondary schools give quality education to the citizens of the country. According to state point of view, quality of education is an intricate issue which depends on many forces and good leadership is so crucial in their quest for this goal. Minimum standards have been set up to define whether a school is giving quality education or substandard education. These are classified into the following categories; overall management, structures and facilities provision and management, staff organisation and development, teaching and learning processes organisation and management, co-curricular activities organisation and development, discipline and management, etc . Once the following categories mentioned are well catered for by schools then that's an indication of quality in their education system. For example under teaching and learning process organisation and management category, the Ministry of education and sports, requires a school follow, a national curriculum, teaching syllabuses, text books and teachers guide for core subjects

All these minimum standard are set by the state but due administrative challenges and dilemmas that are part and parcel of school management once you don't have good leadership then the education system is bound to fail hence rendering set standards useless. It is against this background that the researcher was interested in examining the likely challenges and dilemmas in education management which may compromise on the quality of education in secondary schools of Uganda specifically private owned ones. There is no doubt that good leadership will ensure that the set standards are fulfilled some thing which is lacking in most of the private secondary schools.

Presently, private secondary schools constitute the highest number in the country yet the state has limited control over their activities due to inadequate capacity to cover the entire country. Another concern is that after the national examination results are released by Uganda National Examinations Board, all the best candidates are taken up by the state owned secondary schools that are in most cases fewer in number compared to average and poor performers who join private secondary schools. This means that private secondary schools handle the highest percentage of students in the country yet their quality to handle them is questioned.

The state leaves them to hire their staff members, set rules, and charge their own school fees. Due to all of these concerns , am interested in studying private secondary schools deeper as opposed to state owned ones who take best performing students in the country, facilitated by the state and have less management problems. They state always allocates them well trained and experienced leaders to manage them unlike private owned ones who base their appointments on the leaders who can take cheap offers without considering their experiences in school management and leadership.

1.6   Organisation of the thesis

The thesis is divided into six chapters .The first chapter contains the problem statement, aims and objectives of the study plus subsequent research questions, Significance of the study, origin of interest and organisation of the thesis. In chapter two the background to the study is presented; it presents the genesis of formal education in Uganda and education system of Uganda as a whole. Its major purpose is meant to give the context of the society from which the research was carried out.

Chapter three tackles the theoretical frame work and related literature which the researcher consulted in order to make the work scientific. It bears theories and concepts which were relevant to the study. Chapter four concerns the methods used while collecting data from the field. It highlights the research strategy, documents used as source of data, interviews for empirical data, ethical concerns, validity, reliability and generalisability.

Following chapter four is five which deals with research results obtained and interpretation of the information obtained. In other words research findings are presented here in accordance to literature consulted and personal opinion.

The final chapter has summary of the thesis, conclusion, recommendations and further research.

CHAPTER TWO

2.0   THE BACKGROUND OF THE STUDY

2.1   Introduction

My study is based on the education system of Uganda and most of the contents in the report are within the context of that society and culture, so it might be foreign to the readers and hard to make sense of issues discussed. Bearing this in mind, it's important to give the reader some insights about the background of the study and the issues surrounding this study. This subject is so virgin in Uganda and there is limited research on the theme, so I may use practical experience to illustrate some points since am familiar with this society. However for some issues where research has been done references will be made.

This chapter highlights the beginning of formal education in Uganda, her education system, national aims of education, structure of education, Curriculum, education administration, secondary education in particular, private secondary schools and the relationship between private secondary and the state. There are several standard abbreviations that have been used throughout this report especially in chapter two and have been defined in section two under the appendices. On this note I request my readers to refer to them in case in they need to understand the meaning of a particular terminology.

2.2   The beginning of formal education in Uganda

Ssekamwa (2001) observes that education in Africa is not a new achievement but it's as old as the society and it's wrong to assume or assert that education in East –Africa or Uganda started with the contact of foreigners like Portuguese, British and Arabs. Basing on my Afro centric view, Uganda had her indigenous education which was designed to prepare children for future duties in homes, villages and in the entire society as a whole. Therefore what Europeans brought was western school system and learning whose aims were not similar with African indigenous education rendering it out of context.

The history surrounding formal education in Uganda started with the coming of European Christian missionaries to Buganda which is the in the central part of Uganda where the king had his palace. What prompted the coming of Christian missionaries to Uganda was the

invitation made by king Mutesa 1 of Buganda through the explorer Stanley M.Henry. (Ssekamwa, 1997).

When Stanley came, the king expressed the need for foreign teachers to help his people get more knowledge and advancement which the Arabs had not given.

The missionaries did not stop at only evangelising the gospel but built schools which focused on teaching people how to read, write and Arithmetic. Their target here was enable people read the Bible. However later they decided to widen their curriculum and prepare pupils for a wider and fast changing world.

From 1900 up to around 1925, the missionaries owned and run all schools with some assistance from their home countries.

Currently in Uganda we still have missionary schools which are under the control of the traditional churches like Catholics and church of Uganda, along side government and private schools.

2.3   The education system of Uganda.

Ssekamwa (2001) states that Uganda's education system is more or less based on the British system despite some changes which have been effected today in order to address the needs of the community in the country. Uganda being a member state of common wealth countries it's inevitable to avoid neo-colonialism and therefore compare her educational programmes with those of Britain.

2.3.1   National aims of education

The national goals established for the society and citizens of the country which were endorsed by the government of Uganda are as follows;

1) Promoting understanding and appreciation of the values of national unity, patriotism and cultural heritage, with due consideration of international relations and beneficial inter-dependence.

2) Inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.

8

3) Instilling a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.

4) Promotion of scientific, technical and cultural knowledge, skills and attitudes needed to enhance development.

5) To eradicate illiteracy and to equip the individual with basic skills and
   Knowledge to exploit the environment for self –development as well
   as national development, for better health, nutrition and family life.

6) To contribute to the building of an integrated ,self –sustaining and
   Independent national economy. (Uganda white paper, 1992:7-8).

2.3.2 Structure of education in Uganda

The education structure of Uganda is divided into three major categories, namely pre-primary and primary, secondary and higher education. Each category has specific aims and objectives which guides the way how the curriculum is designed. Currently, there is pre –primary and that is nursery school and this level is mainly run by private proprietors for commercial or voluntary basis but the state may train the needed teachers and supervision of the day to day activities.

Primary follows and this level takes a duration of 7 (seven) years and it gives the basic skills to the children like writing and reading. Government of Uganda controls and plans most of the activities here. Pupils are supposed to start this level at the age of 6 but others start earlier or late due to different reasons. At the end of this level Uganda National Examinations Board (UNEB) gives final national examinations and those who pass proceed to public or private secondary schools.

Secondary school has several categories like vocational, comprehensive and general secondary schools. Vocational secondary school equips pupils with vocational skills like carpentry, agriculture, catering and other life time skills which enable some one to fend for him self. General secondary schools just give academic education to the pupils but comprehensive provides both academics and vocational skills. Its important to note that these schools are state or privatetly owned.

Secondary school education runs for six (6) years where by four (4) is for "O" level and two (2) is for "A" level. At both level national examinations are given and those who pass proceed to higher levels of learning like University in case of "A" level, for "O" level a pupil joins advanced level or other tertiary institutions. In case of "O" level **U.C.E** is given and **U.A.C.E** for "A" level. The highest level of education includes University education, teacher training colleges for grade five (5) and other tertiary institutions like business, agriculture and technical colleges. All these institutions are either private or state owned.

2.3.3 Curriculum

Curricula in Uganda are designed by National Curriculum Development Centre (NCDC) which is an autonomous body, both private and state owned schools are supposed to follow what they have put in place. However due to the emergence of many private schools and influence of media by writing and reading out best performers in the country, most schools now follow Uganda National Examination Board (UNEB) guiding questions to teach pupils and this is a big challenge to the stated national goals of education.

Other private schools influence what they should teach the pupils depending on the philosophy of the school, it may be Islamic, catholic, Lutheran or seventh day Adventist founded and given values have to be implemented, so national curriculum may be followed partially. The government of Uganda acknowledges this challenge by stating that secondary school curriculum is mainly a mere guideline on paper and not put into practice. (Uganda government white paper, 1992:71)

2.3.4 Education administration in Uganda

This is a vital section in this report because some external challenges or dilemmas of leading private institutions originate from the weaknesses of this body called ministry of education and sports. The Ministry of Education and Sports (MOES) is a government ministry which runs all the affairs concerning education in the country. It's regulated by the parliament and the president. The highest post in this ministry is a cabinet post with a minister of education in charge, permanent secretary follow which is a civil post and is responsible for organising and implementing government policies plus ensuring that public money allocated to the ministry is put into good use.

Chief education officer is concerned with educational institutions and their staffing. Education officers and inspectors are under him and they have the powers to appoint inspectors of schools. Registration and classification of schools is also done by the same officers.

2.3.4.1 Divisions within the ministry of education and sports

All these are regarded as commissioners and include financial, higher education, schools and colleges, inspectorate then finally planning and statistical divisions. Financial division deals with all financial obligations of obligations of the ministry. Higher education division deals with scholarships to higher institutions, studies abroad and admission s to higher institutions. Schools and colleges inspectorate is mainly responsible for ensuring that all secondary schools measure to the national standards that are stipulated. Planning and statistical division gives way forward to the ministry. The District Education Officer does the ground work at the district level and reports to the ministry. (Ssekamwa, 2001)

2.4.0 Secondary education

It's very important to discuss further a bout secondary education in Uganda because my research report focuses on secondary education but specifically private secondary schools. This section will enable the reader gain insight into secondary education in the country and be able to understand my observations concerning private secondary schools. In this section, I will highlight on the following issues, aims of secondary education, duties of the state in secondary schools, ownership of secondary schools in Uganda, secondary school administration and these will be analysed more in line with private secondary schools.

2.4.1 Aims and objectives of secondary education

The following are the aims and objectives of secondary education in Uganda as stipulated in Uganda government white paper.

1) Instilling and promoting national unity and an understanding of social and civic responsibilities.

2) Promoting an appreciation and understanding of cultural heritage of Uganda including its languages.

3) Imparting and promoting a sense of self-discipline, ethical and spiritual values, personal responsibility and initiative.

4) Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of the society and the economy.

5) Providing an up-to date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of industry and commerce and their application in the context of social–economic development of Uganda.

6) Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment.

7) Enabling individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, self –improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs.

8) Ensuring that individuals apply acquired skills in solving problems of the community and developing positive attitudes towards productive work.

9) Finally it lays the foundation for further education. (Government white paper 1992:60-61)

2.4.2   Private secondary schools

The working definition of private schools is already given in the introduction part while stating the problem in section **1.2**. Ssekamwa, (2001:73) observes that private schools constitute the highest percentage compared to state owned secondary schools, for example in Mukono district my study area there are 97 private schools and 22 are state owned. However it's important to note that both state and private owned secondary schools educate the potential human resource of the country without discrimination.

2.5.0   The rise of private secondary schools in Uganda

The first independent private schools started in 1925 by Rev. Father Mukasa Spartas near Bombo. The term was given to those schools started by laymen and other Christian churches which were neither Roman Catholic, church neither missionary society nor native Anglican Church of Uganda. This phrase was on many occasions used by Roman Catholic and Native Anglican Church hierarchies to show their contempt for these schools. The perception of private schools was that they provided an inferior kind of

education and all this was done in a bid to discourage individual laymen in Uganda from setting up their own schools and discouraging parents from sending their children to such schools because they were non-denomination and not committed to teaching religion.

Their founders and operators were seen as rebels against the official established missionary schools which had enjoyed the monopoly of providing education in Uganda.

It is vital to note that, the opposition of Roman Catholic Church and the Church Missionary Society was defeated and independent private school movement became an important force in offering education, so private schools co- existed a long side missionary and state schools. Some parents were ready to take their children to cherished private schools because some offered better services compared state and missionary schools.

The independent private schools gained strength because there was great demand for schools in both primary and secondary yet missionary and state schools could not satisfy this demand. The independent schools relied on school fees which normally tended to be higher than those in missionary grant –aided schools.

By 1950, the number of these independent private schools had grown so much that the government was forced to recognise their presence, and therefore, decided to put some control on them in order to safe guard the interests of parents. In 1951, the government appointed an officer to help them organise themselves and also help them follow the established educational standards. Students were coming from the rest of East –African states like Zambia, Malawi, south and West Africa and Southern Sudan to join the private secondary schools because in those parts opportunities for secondary education were still much limited.

Running a private school became a business lucrative, in 1960s; Asians too formed their private schools especially in towns. In 1963, government abolished racial and denominational schools. Following the report and recommendations of Phelps-stokes commission, and partly as a result of the publication of British government White paper on education in tropical Africa of 1925, which called upon government to pay attention to education, the protectorate government realised that it was its duty to participate more directly in the difficult problems of Uganda's education. (Ibid: 73-74).

Currently, following the government policy of privatisation, economic liberalism and free market economy, people in Uganda are free to compete in any business including forming private schools. The state further acknowledges the fact that, they don't have enough schools to educate the higher growing number of population of about 35million people, so private schools are free to operate on condition that they fulfil government requirements. World Bank working paper, (2008:47) concurs with the fact that there are many mushrooming private schools in most sub-Saharan Africa and ministries are struggling to set and enforce policy concerning private schools so as to have proper private -public partnership to provide secondary education.

2.5.1 Procedures of registering a private school.

In most sub-Saharan Africa (SSA), private schools must go through a process of registration before they can open, suggesting that the ministry of education has basic requirements for a school that it can enforce (Ibid). The following are the procedures that must be observed in Uganda before a private secondary school is allowed to operate;

The process starts at the district. Forms are filled and endorsed by relevant authorities within the local government structures before the Education ministry's involvement.

The implication of this is that the ministry is guided by the assessment done at the district level. A file is opened up at the ministry by the officer in charge and a review of the necessary documentation is done. However, there are minimum requirements that will be considered. These   include:

Land on which the school is located. The applicant must prove ownership of the land and must also attach details of the resources available for the school, like bank statements. Also required is the number of staff going to run the school and their qualifications. The management team or Board of Directors needs to be indicated. Evidence of access to recreational facilities, including sports fields. Some schools do not own fields but it is permissible to bring evidence that you have permission to use recreational facilities that are within your reach or the school vicinity. This is especially for schools that might   be situated within cities or   towns.

Once all the minimum requirements are provided, the school is given a provisional license. Within a year, the school owner is supposed to put in place all the missing requirements and report back to the Ministry of Education for an operational license. However, an operational licence is not a guarantee that a school can operate as it wishes. It is subject to routine inspection. This is where the Directorate of Education Standards (DEA) comes in. A school can be closed at any given time if it defaults on the minimum requirements. Routine inspection is intended to ensure that the school maintains the standards put up at the time of getting the operational license. A school cannot acquire a Uganda National Examinations Board (UNEB) registration number unless it is licensed. The Directorate of Education Standards Without an inspection report from the DES, a school cannot acquire a license to operate. The approval is subject to this report, which is presented to the Director of Education. DES director looks out for minimum requirements, key among which are:

The school must have a minimum number of classrooms, depending on the level of the school. The school structures should meet building specifications of the works ministry. Each school must have a qualified head teacher registered with the education ministry. The head teacher must also have a minimum teaching experience of five years. Primary schools should have a minimum of seven teachers, secondary a minimum of 12. All the teachers must be trained and registered with the education ministry. Schools which have head teachers who are S.4 graduates are closed. In secondary schools the recommended minimum is 40 students per class and 20 for nursery schools per class.

2.5.2 School Administration in private schools

Administration involves many parties and for the case of private secondary schools the founder is the main man with the powers of taking most of the major decisions in the organisation. There is a board of directors whose chair person is the founder and the head teacher sits on this board just to give his report to the board and he/she does not discuss crucial issues of the school with the board members like financial issues. The Ministry Of Education and Sports realised that private secondary schools were being mismanaged and decided to set up a body which would help them monitor all activities of private schools on its behalf. This body is referred to as Board of Governors / School Management

Committees. (MOES circular no 6, 2008). Practically, this is not the case because many private schools lack these bodies and the Ministry of education and sports lacks enough human resource to ensure that its policies are followed.

2.5.3 The Board of governors (BOG)

This is the highest governing body of any school on behalf of the ministry of education. The education Act, 2008 which repealed the education Act of 1970, requires every private school owner to establish for his or her school, a Board of Governors or school management Committees (SMC). This policy was effected in 1944 up- to date because private secondary schools have increased in number and are spread all over the country, so the ministry cannot effectively monitor these schools and work with the head teachers. The government saw it necessary to involve parents, current / alumni students, head teacher, founders, teachers and local authorities.

The Board of governors is composed of the foundation body (4) in number and these are selected basing on the chair person Board of Directors (BOD), 1 representative of the former student (normally selected through students associations), 3 parent's representatives (these are chosen in their annual Parents and Teachers Association (PTA). Parents –Teachers Associations are not common in private secondary schools because to the founders, they are a source of conflict in school management since they always ask for proper accountability from the school authorities. Local authorities are represented by local council chair person 3 (LC 3) and finally, the ministry of education and sports is represented by members selected by the head teacher from the community around the school. The head teacher chooses them and submits their names to the district education officer (DEO) for approval.

Other requirements by the Ministry of education include, full curriculum vitae of each proposed member, minutes of the meeting which approved the nominations, copies of the letters of nominations for example from DEO,LC, foundation body, students representatives and staff secretary of PTA and all religions must be represented. The BOG members are not entitled to a salary but may receive allowances for example when they attend board meetings. Some secondary schools fail to budget for such expenses yet BOG members are not given any salary.

May be lack of salary for the board member does not motivate board members and this has an influence on the way how a school is managed. They may for example dodge meetings since they may be busy concentrate on their businesses. Some of the board members act as inspectors for the school instead of supervising day-to day activities, selecting board members for example to represent the ministry of education is influenced by the founders of the school through the head teacher and in this respect they will be just sycophantic officers to the board and not contributing to the real task of improving the school general.

This leaves the task of leading and managing the school to the head teacher and he /she is the determinant of how the school will run.

2.5.4   Headship of a private secondary school

The principal or head teacher plays a critical role in the success of strategies to improve teaching and learning. The Knowledge they have of good learning and teaching practices, the leadership they provide for the school and community and the ongoing support they give to teachers are all elements to implementing successful school reforms.

(World Bank report 2008:50). Virtually all secondary school heads in (SSA) are experienced teachers selected on the basis of seniority. The process by which principals are selected is not based on qualifications to administer and manage a school, but rather they are selected based on prior positions held or their performances as teachers. Seniority is one criterion for selection, but it may not be sufficient for a job that is becoming increasingly complex. (Ibid)

Some principals receive some leadership training but rarely before starting their jobs, nor does the training cover all aspects of secondary school management that a head teacher will have to face. In Uganda there is no teacher training institutes or Universities that offer advance training or degrees in secondary school leadership and management to prepare promising candidates to lead a secondary school. Most principals do not have degrees in education leadership, rather, once they become principals, they may participate in in-service or distance education workshops to develop skills in needed areas.

These workshops tend to focus on administration and management for example, accountability, resource management, and record keeping. Areas in which principals need further training include information technology for financial management and evaluation, strategic planning and human resource management.

Practically the above observations are a true reflection of what goes on in private secondary schools of Uganda. Head teachers are selected according to seniority because they may have served in different capacities in secondary schools. However others are appointed without any practical experience. In other words, they are strangers in a strange land. (Dunk lee, 2000:23). This is common in private schools in Uganda because the owner (s) of these schools normally look for cheap labour so as to maximise profits. This is a dilemma because commercialism is taking over the education sector at the expense of quality and effective school management.

2.5.5   Duties of the head teacher in a private secondary school

The head teacher is the administrator, manager and a leader but he /she can never be completely autonomous because he/ she is accountable to higher authorities in the school. To faculty and staff at the school site, the head teacher is the boss, to the (BOGS) and other legitimate owners; he is just another employee occupying one of the lower ranks on the managerial ladder. (Ibid). The head teacher is also the curriculum implementer and supervisor of all school activities. The ministry of education and sports through its organ of teaching service commission (TSC) spells out the duties and responsibilities of the head teacher in both private and state owned schools, however some duties only apply to Principals of public schools and not those heading private ones.

The following are the duties that are applicable to a head teacher in a private secondary school; the head teacher shall,

1) Enforce the observation of the code of professional conduct on all teachers under him or her in accordance with the laws, regulations and other provisions of the teaching Service and shall promptly deal appropriately with all breaches of the code.

2) Be the custodian of good educational standards in his or her school and shall aim at high education standards.

3) Enrol children into the school without bias or discrimination and within the regulations and provision s of the laws in Uganda.

4) Keep all school records in his or her custody in safe conditions and ensure that such records contain correct information.

5) Not connive with the members of staff or any other person to commit a crime or any act that will bring the profession and the service into disrepute.

6) Not conceal any act of misconduct committed by a member of his or her staff or by any child/learner of the school whether committed within or outside school premises,

7) Ensure that punctuality is observed by all teachers and pupils.

8) Report factually and objectively on members of his or her staff on matters required in annual confidential reports or when assessing a teacher's capability in any required field, this applies to school children too.

9) Be present in school as much as possible and in case he/ she is out, delegating to his deputy is a must option.

10) He should arrange the academic curriculum and syllabus of the school in accordance with the ministry requirements and those of UNEB.

11) He is a policy implementer and as such he is supposed to give a report of his school affairs as far as education policy is concerned to superiors.

Implementing these responsibilities is a very tough task for the head teacher because of some challenges in private school due to the following factors;

A) Academic staff management is complicated due to certain reasons like poor pay, difficult working conditions a complicated governance structure for managing teachers, lines of authority is some times not clear.

B) Recruitment of staff may be done by the mandatory/ founders of the school, so monitoring becomes very difficult.

C) The head teacher has no access to finances like in state owned schools, if he is to be given money in most cases its not enough to cover even a weekly budget,

D) Goal displacement is another issue, this is where the founders of the school shift their focus from academic achievement to minor goals like decorating the school premises , emphasising religion and other matters other that academic excellence,

E) Some private schools give very many responsibilities to the head teacher moreover with limited staff.

F) The head teacher in most case is not given a contract and the payment terms are not clear, so there is no guarantee for his job yet he has to ensure that staff members are paid promptly.

2.5.6   Duties of the state in a private secondary school

In section (2.5.1) highlight is given concerning the state decision to control private schools and here I will briefly show the readers the different ways how the state influences all the activities in a private school.

Virtually all private secondary schools are under the state and they are supposed to follow state programmes given to them by the ministry of education and sports. Tjeldvoll (1995:73) in his theory of general model of educational rationality views this as political influence on the school organisation. In this report, it's what I view as external factors that influence private school management and leadership.

The state controls most of the affairs of private secondary schools through the ministry of education and sports (MOES) in the following ways;

1)   Through registration, before any private school is allowed to operate, they must register with the state through MOES. Refer to section 2.5.2.

2)   The MOES requires every private secondary school to have BOGs with members who must be approved by the MOES. Refer to section 2.5.3.

3)   Control of teachers, this is done by Education Service Commission (ESC) an organ operationalised by article 167 of 1995 Uganda's constitution. The commission is mandated with the task of ensuring that quality teachers teach in schools.

4) Inspection of private schools is another obligation. School inspectors regularly visit teachers in schools, observing their classes and preparing a report for the ministry on what they have seen. The idea is that teachers will know they are subject to evaluation and potentially to sanctions if they are not performing well.

5)   The MOES always gives regulations and programmes in case of any new developments to all private schools. For example on curriculum changes, instructional time, teaching load, school calendar, minimum class size (60 students for s1-s4) and 50 for senior 6. (MOES circular no 20/2008). These programmes are affected by some schools and others claim that they don't get the information from the state. This was the case in school B which I studied.

6) MOES through the department of inspectorate stated basic requirements and minimum standards which are to be used to judge the success and failures of private secondary

schools. Some of these include schools having proper structures and facilities provision, emphasis on co-curricular activities, good health, sanitation and environment organisation, discipline management and development and finally institutional safety and security organisation.

2.5.7 Summary of characteristics of private secondary schools compared to state owned ones.

Fig2

ACTIVITY	PRIVATE	STATE OWNED
ownership	Private persons/ groups or organisations	Government
Staffing	Government trained teachers privately hired.	Government trained teachers posted and appointed by MOES.
Inspection	Government (MOES)	Government (MOES)
Payments	From parents as school fees contribution	Government, grant and parents
Curriculum Designing	State, National Curriculum Development Centre (NCDC)	State ,National Curriculum Development Centre
Students enrolment	Privately selected	MOES arranged
Examinations	Same Uganda National Examinations Board (UNEB) arranged	Uganda National Examinations Board (UNEB) arranged
Selection Head teachers.	Privately done by school Founders.	Appointed by the state- (MOES)

CHAPTER THREE

3.0 THEORETICAL FRAME WORK AND RELATED LITERATURE

3.1 Introduction

In this chapter, I will put my focus on school leadership and management theories into consideration which are relevant to my study with special reflection on challenges / dilemmas in school management. The headmaster as the day to day manager of the school organisation will take a pronounced emphasis because the report will address how he manages to handle these challenges. I will describe the school because it's the organisation where my research is based; theory for general model of educational rationality will be fully discussed because it shows the inter-relationship of all the partners in an educational institution and will be assessed more in line with private secondary schools.

The way how these partners relate to one another may be the main cause of all school management and leadership dilemmas. Educational management and leadership theories will be cited too, and then learning organisation by Senge will be discussed. I will show how these theories are relevant to the context of Uganda and my study as a whole, however further application will be highlighted while discussing research findings.

3.2 Reasons why I have used these theories and literature

These theories and literature are related to educational leadership and management yet my topic is in line with this subject. Leadership theories represent systematic organised knowledge to explain the nature and effectiveness of leadership. Theories provide a foundation for analysing and predicting the complex nature of leadership behaviour. Scholars use theories as illustrations or guiding principles to interpret leadership actions. (English, 2006). Therefore I personally think that these theories are appropriate and will help the readers interpret critically my report.

I have based on the insights from these theories to critically study my topic. In order to carry out a valid scientific research one's choice of theories to use matter so much, the characteristics of a good theory include the following;

    1) It must agree with what is already known about the topic

    2) Agrees with existing theories about related topics

3) Explains data better than existing theories on the same topic

4) Generates new insights about the topic. (Hoyle, 2002:26)

I have personally used the above insights to choose the theories and related literature. These theories are applicable to the education system in Uganda and how different educational partners co − exist with one another. For example general educational model by Tjeldvoll demonstrates this very well.

Bush's theories and his perspectives on educational management / leadership are relevant to my study too. Personally, I view him as an authority in this field. Issues concerning governance, management and accountability in secondary education in sub-Saharan Africa (SSA) are well highlighted in World Bank report. (World Bank working paper, 2008). This information is within Ugandan context and Africa in general. Senge is a contemporary researcher in the field of organisational management and leadership, and regarded as pragmatic idealist, so I will use his views to generate new insights on education organisational management.

3.3   The school

The school organisation has been described traditionally as having a flat and decentralised structure, consisting of few levels with a small leadership group and a big operative group of workers. (Viig, 2005). Within the school organisation, different actors have been Identified .Among these actors are the mandators (these are the owners or legitimate authority in the school), school administrators, teachers and students as presented in general model of educational rationality. (Tjeldvoll, 1995:72). In the school organisation social interaction takes place which involves mutual modification of behaviour by individuals responding to each other in social setting. (Yee, 1971:2).

The social interaction theory equally underlines the importance of social context for the development of learning and knowledge. Personally, I take a school to be a centre where learning and teaching takes place and the chief end is to ensure that learners get proper morals and good academic results which can enable them satisfy their needs in future. My observation however shows that this is not obvious since it involves several partners with different interests'. To them students academic achievement is a secondary option and this is common in private schools whose main aim is generating profits. Students' achievements

base so much on how the head teacher handles his administrative duties however internal and external challenges/ dilemmas may be inevitable.

The different partners in the school organisation are well demonstrated in the general model of educational rationality in fig.1

3.4   A General model of educational rationality

Despite the diffuse nature of theoretical frames of reference and content of the main concepts in use as regards to education, there is a possibility of identifying some common elements in the field of education that are not dependent upon country or culture. All over the world, in all states, there is a phenomenon called a school with context where teachers and students meet and teaching of some content or subject is done, in order to realise an aim of some school owner / mandator.

In the context of this model, education is defined as "organised learning that has an aim or intention in the context of an institution". According to this model, concepts like educational organisation and cultural conditions guide the education phenomenon. Educational rationale stipulates the logical relation between the mandators (owners and legitimate authority), intended educational purpose for a specific target group, the learning contents and methods plus forms of assessment. The rationale is found more or less explicitly expressed in educational legal acts, national curricular and guides the practical implementation of education.

The educational organisation/school consists of formal, physical and social (informal) structures and the processes of goal setting, decision making, leadership and communication Different actors such as students, teachers and leadership are identified. These operate in a specific social and cultural context, which affects how the organisation functions in its efforts to attain the aims it established to reach. (Tjeldvoll, 1995).

The relevant leadership of educational organisation requires educational, personnel and administrative leadership competences. The competence of the professional teacher is a function of the teacher's academic, social and cultural background. Teachers are assumed to use their competence to make an analysis of students' background academically, socially and culturally. The ideal educational organisation functions in accordance with the educational purpose of the owner as it is optimally attained by the students in relation to

their social and cultural background. In most countries, the same division of the educational system is found; pre-primary, primary, secondary and tertiary education. The education system as a whole is ideally expected to cater for the country's total needs stipulated by politicians. (Ibid). This is well illustrated below in the figure of (general model of educational rationality).

Fig. 1   Tjeldvoll's general model of educational rationality
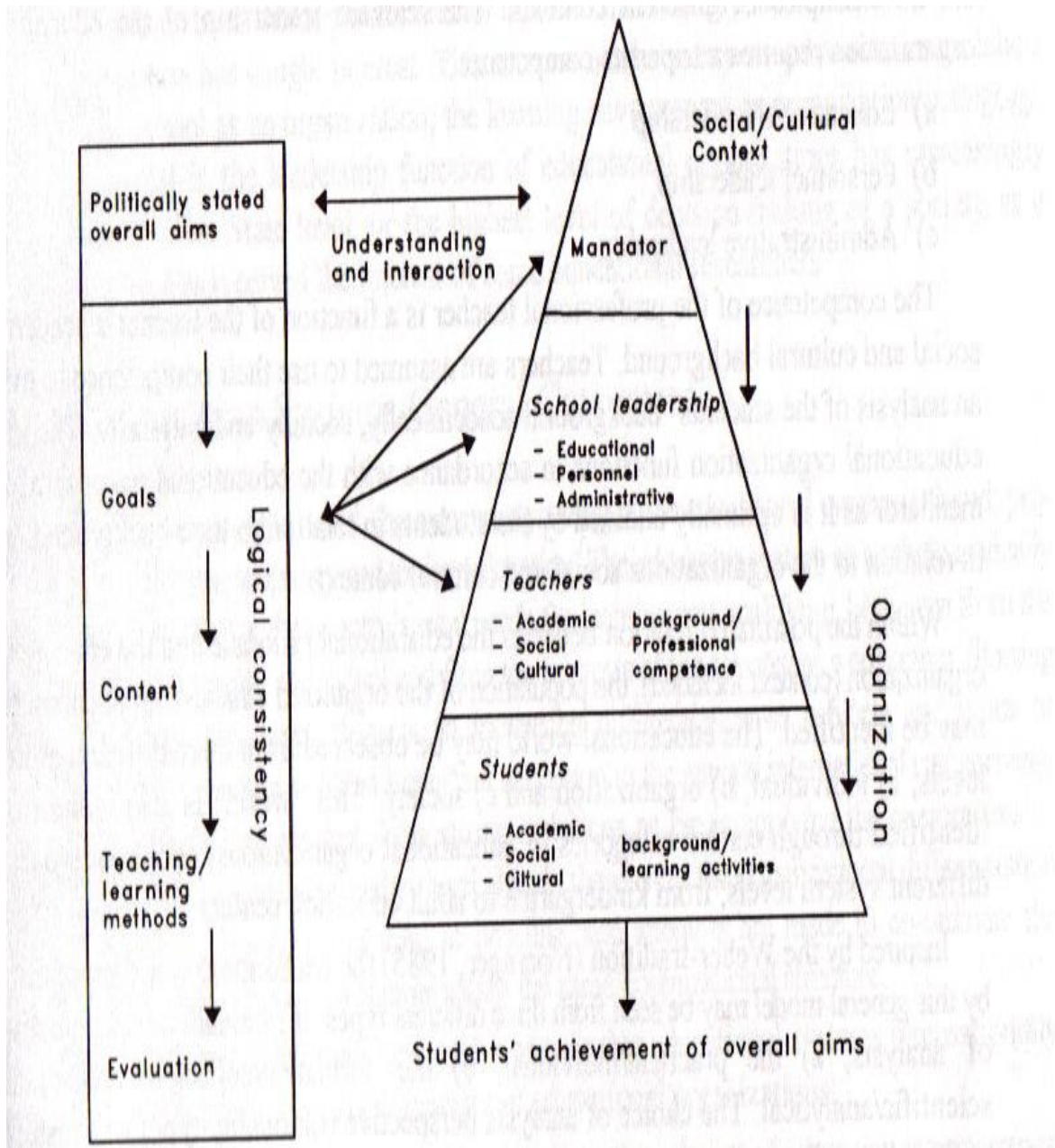
3.4.1 Application of the model to private secondary schools.

This model according to my observation is relevant to the study of private secondary schools in Uganda. The model shows the different levels of structure in education system and how these levels co- exist with one another.

At the top of this structure we have the state which spells out the overall aims of education in any country and the aims stated influences the subject contents, teaching / learning methods and eventually evaluation of students. In Uganda this is exactly what happens, as discussed in chapter 2 (sections 2.3.1-2.4.1) we see how the state determines the activities of private secondary schools. The state outlines the national aims and objectives of the education system which is supposed to be implemented by any school including private secondary schools. These stated aims and objectives are attained through the existing national curricula. Refer to section 2.3.3 in chapter 2.

There are two categories of supervision in Uganda; these include the internal supervision which is carried out by the head teacher, heads of departments, academic boards, teachers, and prefects. There is also external supervision which is carried out by the ministry of education inspectors, the district education officials, and the board of Governors. (Othieno, 1996).

In the model this is well reflected through the influence of the state and her relationship with the mandators, school leadership, teachers, parents and students. The state uses national examinations given by Uganda National Examinations Board (UNEB) to assess how these aims are incorporated into the national curricula. However according to my observation some schools in Uganda do not focus on the stated national goals and instead are examination oriented where by teaching concentrates on question and answer approach. This is because of the influence of the media especially news papers which publish UNEB results and rank schools according to performance. This has led to stiff competition between schools and lack of focus on national stated goals. In private schools of Uganda now attentions is given to getting good academic results from national examinations in order to attract large numbers of students into their schools which in turn leads to accumulation of profits.

Another top level on the model is the mandator. The mandator is the founder/ owner or legitimate owners of the private school. The founder of any private school is the authority and he makes most of the decisions for the school. In Uganda, people are free to establish schools following the government policy on privatisation and the liberal economy we have. The people who open these private institutions have their own motives which are always contrary to that of the state. Their major aim is to maximise profits since they treat schools as a business. It is important to note that these schools are not above the state regulations and hence have to take heed to what the state requires them to do. The dilemma in Uganda is that these directors have the money to invest into the schools which is also the desire for the state. This implies that after their high investment they gain the basis for resisting state policies which conflicts with theirs. However some mandators are in good terms with the state and respect the government decisions concerning education. It is sometimes inevitable for the state and mandators to conflict because of several reasons. Using insights from General model of educational rationality, the following are some of the likely possible causes of tension between the state and private secondary schools.

3.4.2   Causes of conflicts between the state and private secondary schools.

From section 2.5.4, we see that the state has much authority compared to private secondary schools. Tjeldvoll (1995) in his model on educational rationality put the state at the summit of his structure and other parties are subordinates to the state. The state always wants its programmes to be followed by private school yet they sometimes conflict with the goals of private owners for these schools as observed by Tjeldvoll. The major conflict is caused by private schools wanting to maximise profits at the expense of quality education. They end up congesting classes, opening the term earlier than expected, charging high school fees from parents; they don't form PTAs as required by MOES because parents will question their operations.

Curriculum leads to conflicts too. The state made all science subjects compulsory like physics, chemistry, mathematics and biology yet private schools lack facilities to teach them. Indeed some private secondary schools lack funds to facilitate these subjects. In relation to the model, Tjeldvoll shows that the curriculum that is being implemented in private secondary schools should be in line with the state goals, the subject contents, teaching and learning methods should be aimed at achieving stipulated state goals. This

why in Uganda the state gives final examinations at the end of each year for primary seven, senior four and senior six pupils. The major aim is to enable the state evaluate the national curriculum as a whole and how it is being implemented by the teachers and their administration especially in private schools since they are not run by the state.

Poor information flow between the state and school managers. Some head teachers in private secondary schools lack proper information from the state, so they don't know what the state requires of them. The MOES is partly to be blamed for this because they don't send circulars to all schools. The model shows that there is a big gap between the state and the mandators of these schools and this is exacerbated by conflict in the interests between these two parties. In the long run information flow is cut off and conflicts are likely to arise because each party pushes for its demands.

Culture and ethics of these schools differ. Some private schools are owned by the church (Christians) and others belong to Moslems. The dogmatic beliefs of these parties differ so much yet the state requires them to have BOGs where all religions are represented. This is likely to cause conflicts and not practical. The model shows that the school as an organisation is a social institution with several groups of people from different cultural backgrounds interacting with one another. The mandators, students, teachers and the administrators have a different cultural influence that guides the world view and this eventually causes a clash between these parties. Some countries for example have a state religion which is included in the national curriculum; in case of such occurrences it's inevitable to avoid conflicts between the affected parties. This was the case in Uganda during the regime of field marshal Amin Dada who agitated for Islam to be a state religion and taught in all schools.

Human resource handling is another factor. For some private secondary schools they mainly rely on cheap labour so they don't mind about the academic qualifications of these teachers. Some teachers operate without teaching licence and this is breach of MOES laws.
The model shows that school leadership is influenced by educational skills, personal competence and administrative experience. Many parties in school organisation lack these abilities and are likely to face the wrath of the state because of the desire to give quality education to the citizens of the country.

Students' selection and posting into schools. According to education policy in Uganda, all students sit the same national examinations whose results determines where a student will go for the next academic level. Both private and state owned secondary schools are entitled to be part of selection of best performers, however from my experience in this exercise the process is not transparent as private schools are left with what state owned schools has rejected. In other words private schools take average and poor performers yet the state expects them to teach them very well and they pass national examinations and go to the university. Tjeldvoll`s educational rational model shows that the students academic achievement is the overall aim of the school organisation, so fairness is necessary for both students in private or state owned schools. This is a big administrative challenge to the head teacher as a pedagogic leader because he monitors almost only average and poor performers who are in most cases undisciplined.

It's vital for the readers to note that despite the friction and conflict that may exist between the state and the private secondary owners, the state has an obligation of ensuring that these schools are in good conditions since they serve the potential human resource of the country. Examples are given in chapter 2 (section 2.5.4) illustrating the duties of the state to private secondary schools. Personally, I think that it's necessary for the state and private secondary schools to have a good relationship because state owned schools are not enough to handle a high growing population of the country with about thirty five million people. Uganda Government white paper of (1992) acknowledges this problem.

Next to the mandator is the head teacher who heads the school leadership. In most cases the mandator hires qualified head teachers to handle the technical work at school like monitoring teachers, supervising teaching and interpreting state education policies. In Uganda the government takes the head teacher as the owner of the school and he is accountable to the Ministry in case of any problem at the school like strikes, and fire out breaks which is common in schools today. Some mandators are not trained teachers and are not educated at all yet they influence the activities of the school.

Teachers with different social, cultural and academic background follow in line below the head teacher. These teachers are so important in the day to day running of the school. In some private schools teachers are hired by both the mandator and the head teacher. According to regulations by the state these teachers have to be registered by the state but

practically it is not feasible. The explanation for this is that some teachers hate going to rural areas and prefer to teach in urban schools, so rural based schools end up using any available human resource.

In this model, parents and none teaching staff members like drivers, secretaries, cooks, health workers are not indicated yet I think they play a big role in school organisation. It is a policy in every school in Uganda whether private or state owned to have Parents Teacher's Association (PTA), this is an association that unites teachers and parents. PTAs were initiated to create a healthy relationship between teachers and parents to cater for the welfare of both teachers and students. (Mafabi, 1993).

Most of the private secondary schools in Uganda lack parents' teachers association because parents are seen as obstacles to the mandators interests like charging high school fees. None teaching staff members to me I take them to be "un sung heroes" because the school needs their services to survive like in some private schools especially those that have a boarding section which needs full time staff. The nurse and the school driver work during day and night time. Students are at the base of the model. In fact without students you cannot have a school organisation. The state, mandator, teachers, none teaching staff exist in schools because students are in schools. Basing on this fact all these parties have to make sure that students achieve their needs. Like the model is stating the overall aim of all this interaction is student's achievement.

 This model shows all parties that make up a school organisation and these include the state, mandator, head teacher, teachers, students except none teaching staff and parents. From my observation and experience, as these parties are conducting their duties challenges and conflicts are inevitable. In case of such conflicts and challenges the head teacher has to provide a solution and has to ensure that the school moves on. This leaves me wondering how he manages to do this alongside all these dynamics. Hence the need for this research to establish his techniques of leadership and management. One of the implications of this theory to my project is that management in schools is complex and characterised by tension and conflict so thing I have to establish while at the field. Other researchers to acknowledge this challenge like English who observed that school management is too complex. (English, 2006).

3.5   School management/administration and leadership

Much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than on the abundance of available resources, and the capacity of the school to improve teaching and learning is strongly influenced by the quality of leadership. (World Bank, 2008).

Bush (2003) observes that educational management has no single generally accepted definition because its development has drawn heavily on several more firmly established disciplines like sociology, political science, economics and general management. He however defines education management as a field of study and practice concerned with the operation of education organisation. He further cites the differences between three interrelated terms which are leadership, management and administration. (Ibid: 7). Personally, I will treat these terms in the same manner because these terms are interdependent and complementary.

3.5.1   Definitions by other scholars

Educational management is an executive function for carrying out agreed policy. (Bolam, 1999:194). He continues to state that management is a set of activities directed towards efficient and effective utilization of organisational resources in order to achieve organisational goals. According to my opinion, the more practical working definition of school management and leadership which incorporates all aspects of my project is that of Glatter.

To him "*school management is concerned with internal operations of educational institutions, and also with their relationships with their environment which is the communities in which they are set and with the governing bodies to which they are formally responsible*". (Glatter, 1979:16).

In other words, managers in schools have to engage with both internal and external audiences in leading their institutions. Education management includes the purpose or an aim of education, management is directed at the achievement of certain educational objectives. Placing emphasis on educational purpose is not to suggest that any particular

aims or targets are appropriate, if they are imposed from outside the school by the government or other official bodies. Managing towards the achievement of educational aims is vital but these must be purposes agreed by the school and its community. Successful management requires a clear link between aims, strategy and operational management. This is applicable to my project and agrees with general rational model discussed in (section 3.2.2).

3.5.2 Organisational or individual aims

Some approaches to educational management are concerned predominantly with organisational objectives while other models strongly emphasize individual aims. Gray, (1979:12) stresses both elements and observes that the management process is concerned with helping the members of an organisation to attain individual and organisational objectives within the changing environment of the organisation. As already observed in general rational model, there are politically stated overall aims, mandators / founders of private schools have their own aims too.

The parents, students and the head teacher too have their own interests but a potential problem that can emerge is that individual and organisational objectives may be incompatible, or that organisational aims satisfy some, but not all individual aspirations. It is reasonable to assume that most teachers want their school to pursue policies which are in harmony with their own interests and preferences. The process of deciding on the aims of the organisation is at the heart of the of education al management. In some settings, aims are decided by the head teacher often working in association with senior colleagues and perhaps a small group of lay stake holders like parents and church members. In many schools however goal setting is a corporate activity undertaken by formal bodies. Most of the private secondary schools in Uganda, aims/ goal setting are done by the mandator/ founder of the school and the work of the head teacher is to implement these goals and ensuring that they are achieved.

In Uganda, private schools have to formulate their aims in line with what is stated by the state, so sometimes there is a danger of these schools being left with a task of interpreting state aims rather than determining their own aims on the basis of their assessment that suits school needs. This is manifested in Uganda government white paper and educational rational model.

3.5.3 Leadership

There is no clear definition of leadership; however some working definitions have elements of influence for example most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or group. (Yukl, 2002:3). For private schools in Uganda the mandator or founder of the school has an intentional influence in his school and other members are just sycophantic officers in the school organisation. Leadership then refers to people who bend the motivations and actions of others to achieving certain goals, it implies taking initiatives and risks through different internal net works of organisations. Most head teachers in Uganda take risks like injecting their own money into the school to ensure that the organisation moves on.

Every leader applies a style of leadership that is peculiar to him/her sometimes even where the position is well established, the leader will reveal a style that is different from another manager. (Eugene, 1967). There are different styles of leadership from which any manager may choose consciously or unconsciously and these include, autocratic/ despotic leadership, laissez-fair / free leadership, nomothetic, idiographic leadership ,transactional, democratic and charismatic leadership. (Musaazi, 1982).

Democratic leadership, all stake holders are consulted on organisational policies. This style inspires, builds confidence, motivates, and creates a spirit of belonging, ownership, creativity and respect in and out of organisation members. Contrary to this style of leading is autocratic leadership where organisation members are not consulted on any issue concerning the organisation and the leader just dictates or imposes all his policies onto the members. In private secondary schools of Uganda, autocratic leadership is the commonest because the owner of the school has personal interests which may be unpopular before other organisation members. The head teachers also find autocratic style useful because they have a difficult task of implementing orders from the mandators and the state.

Nomothetic leadership is where a leader is concerned with the achievements of the organisation needs. Here the leader must set standards and targets for all school operations as well as evaluation processes and outcomes of the school programme coming out

effectively as planned. This applies to mandators who are target getting only profits from the school and not concerned about the welfare of their members. Idiographic leadership style, the manager only looks at the needs and interests of the members. It closes an eye on those of the academic performance of the school. For example so long as there is money, teachers are paid fully, students go to parties and excursions, and its fine. There is no focus on effective teaching. Most of the private secondary school manifests this style of leadership. The mandator and the head teacher find this kind of reader ship practical. This is because in Uganda today, most of the students determine where to go for further studies. These students look for schools which will give them opportunity to go out and put less emphasis on performance. Since the mandator wants to make money then he strives to satisfy students' interests.

For some founders who want academic excellence, may end up expelling head teachers who put emphasis in other programmes rather than academic performance. Some head teachers may be fired because of laissez-faire style of leadership which assumes that subordinates are good and need no supervision. Transactional style of leadership balances both the interests of members and that of the organisation. To me, I take this to be the best style of leadership and I recommend it for private school management but may be when I visit the field it will be different.

For charismatic style, the leader's magnetic personality and influence on his subject tends to draw them closer to him. There are several head teachers in Uganda who have managed to lead private schools because of their natural qualities.

3.5.4 Models of educational leadership and management

Bush (2003:3) gives several educational leadership and management models which are formal, ambiguity and cultural models. Formal models are subdivided into five sub sections and these are; structural, systems, bureaucratic, hierarchical, and rational models. Formal model is an umbrella term used to embrace a number of similar but not identical approaches .The title "formal" is used because these theories emphasize official and structural elements of the school organisation. (Ibid: 38).

Formal models assume that organisations are hierarchical systems in which managers use rational means to pursue agreed goals. Heads posses authorities legitimised by their formal

positions within the organisation and are accountable to sponsoring bodies for the smooth running of the institutions. This is applicable to my study and stresses the same administrative link given by Tjeldvoll`s educational rational model. The founders /mandators of the private institutions give part of authority to the head teacher to exercise his duties as long as he gives accountability to the board about all the school activities.

a) Structural models, this refers to the formal pattern of relationship between people in the organisations. It expresses the ways in which individuals relate to each other in order to achieve organisational objectives. In private secondary schools of Uganda, all the workers respect the founder regardless of his education background but at the same time they know that the head teacher addresses most of the formal activities of the organisation.

b) Systems models emphasise the unity and integrity of the organisation and focus on the interaction between its component parts, and with the external environment. These models stress the unity and coherence of the organisation. There are closed and open systems, closed systems tend to minimise the transactions with the environment and to take little account of external opinion in determining the purposes and activities of the organisation. Like in the educational rational model and in private schools in Uganda, this is well illustrated where there is political influence on the activities of the school. Unity and coherency is manifested through the chain of command as reflected in the general educational model and the schools I studied have these arrangements as will be illustrated later while presenting my results.

c) Bureaucratic models, the pure version of the bureaucratic model is associated strongly with the work of Weber who argued that in formal organisations, bureaucracy is the most efficient form of management. The purely bureaucratic type of administrative organisation is from a technical point of view, capable of attaining the highest degree of efficiency and is formally the most rational means of carrying out imperative control over human beings. (Weber, 1989) .All private schools operate in line with the line of command in the school. The staff members know where to go if they need to address certain issues.

d) Hierarchical approaches stress vertical relationships within organisations and the accountability of leaders to external sponsors. All school systems have a hierarchical approach where the founder is at the top, followed by head teacher, his deputies, teaching staff in that order. Reporting any issues in the school system should follow such order. Last but no least rational model emphasizes managerial processes rather than organisational structure or goals. The focus is on the process of decision-making instead of the structural frame work which does not determine managerial decisions. Decision making will be discussed further.

Ambiguity models include all those approaches that stress uncertainty and unpredictability in organisations. The emphasis is on the instability and complexity of institutional life. These theories assume that organisation organisational objectives are problematic and that institutions experience difficulty in ordering their priorities. Ambiguity models assume that turbulence and unpredictability are dominant features of the organisation. There is no clarity over the objectives of institutions and their processes are not properly understood. Participation in policy making is fluid as members opt in or out of decision opportunities. The external environment is the main source of ambiguity which contributes to the unpredictability of organisations. The development of a market economy for education in many countries means that schools have to be increasingly sensitive to the demands of clients and potential clients. This is the case in most of private secondary schools in Uganda as I will highlight on the challenges and dilemmas in schools. As mentioned earlier in private schools are targeting potential clients so as to maximise profits. It's true there are problems in schools and most of them emanate from external influence as schools try to address day to day demands of clients. This leads to loss of focus on organisational objectives.

Cultural models emphasize the informal aspect of school organisation rather than their official elements. They focus on values, beliefs and norms of individuals in the organisation. Individuals hold certain ideas and value preferences which influence how they behave and how they view the behaviour of other members. These norms become shared traditions which are communicated with the group and are reinforced by symbols and rituals. Culture serves to define unique qualities of individual organisations. (Caldwell, 1989). Organisational culture assumes existence of heroes and heroines who embody the values and

beliefs of the organisation. Each school has its own distinctive culture dependent on the mix of values, beliefs and norms prevalent in the organisation, sub cultures also do exist and operate simultaneously. The external environment may be regarded as the source of many values and beliefs that form the culture of the school. The professional background and experience of teachers yield the educational values that provide the potential for development of a common culture. The well being of schools and colleges depends increasingly on their ability to relate successfully to their external environments. It is therefore fundamentally important that the organisation is able to offer visible and tangible manifestations of cultural match to that of the environment. (O'Neil, 1994:104).

There may be ethical dilemmas in espousing the cultural model because it may be regarded as the imposition of a culture by leaders on other members of the organisation. The search for monoculture may mean subordinating the values and beliefs of some participants to those of leaders or dominant group. Cultural model is relevant to school organisation in Uganda. For example some schools are named after their founders and these are the heroes they look at in order to generate proper values for the school. Some private schools are based on religious principles like seventh Day Adventist Church (SDA), protestant, born again, Roman Catholic Church, and other denominations. Schools with such foundation have to ensure that the respective values are followed. What is surprising is the fact that these schools hire staff members from other religious sects but the founder expects them to follow all the cultural values of the school. The head teacher is a born again but has to ensure that all staff members follow the set norms and values. All these insights from this theory enables me to understand my project deeper by appreciating that management is complex and associated with many intricate issue in society.

3.5.5 Decentralisation and Centralisation in education management.

Centralisation means all powers being at the centre. Most education institutions operate within a legislative frame work set down by national, provincial or state parliaments. Highly centralised systems tend to be bureaucratic and allow little discretion to schools and local communities. Centralisation is linked to bureaucracy where by bureaucratic centralism implies concentrating in a central top authority decision –making on a wide range of matters, leaving only tightly programmed routine implementation to lower level organisation .

The ministry of education for example could make decisions in considerable detail so as to attain the expected aims and objectives. They may plan the curricula, teaching materials, prescribed methods of teaching, job descriptions assessment and certification. (Bush, 2003). This is in line with the educational general rational model by Tjeldvoll discussed above and the Uganda system of managing education. The management of education is so centralised to a large extent because the state regulate all school activities in the country. They influence the curricula, teaching methods, evaluation and assessment and other vital activities. This is implemented through the ministry of education and sports with the coordination of the district education office.

For private secondary schools, this is a serious challenge because the government lacks enough man power to reach them and hence miss vital information from the state. Some private schools in Uganda don't get circulars from the state and end up guessing when the school should open or close. Another serious challenge resulting from centralisation is making policies which are not fully investigated. For example the state made all science subjects like chemistry, physics, biology and mathematic compulsory and it was on a short notice so schools had not prepared for this programmes. Most of the private secondary schools lacked science facilities and staff to handle this programme. This resulted into high failure rate by the candidates during national examinations lamented the head teacher. In the internal school system centralisation is also common where the head teacher wants to control everything in the school. This leads to a challenge of getting tired administratively and other staff members may see themselves as none members of the school.

Decentralisation in education management means a shift in the authority distribution away from the central top agency in the hierarchy of authority. Decentralised systems devolve significant powers to subordinate levels where such power powers are devolved to institutional level which is self management. Different forms of decentralisation are diverse in their justifications and in what they imply for distribution of authority. (Ibid: 3). Decentralisation can be effective once the leader defines the school mission, promotes school climate, monitoring, having professional dialogue and discussion. In Uganda, there is a degree of decentralisation in the education system. For example the District Education Officer (DEO) is under the local government representing the top authority.

They oversee all government education programmes like inspection of all private schools in their respective districts.

In the internal management, most of the teachers try to delegate part of the work to their deputies as I will illustrate the administrative structure of schools while discussing research findings. This is supported by senge who states that decentralisation enhances the capacity of all people to work productively towards common goals. (Senge, 1999). May be one of the factors that determines the degree of centralisation and decentralisation in management is the aspect of decision –making. This is so crucial since leadership and management is all about taking radical decisions that helps the school organisation.   They may be treated as popular or unpopular by the members of the school but as a leader you take responsibility of the outcomes.

3.6   Decision –making in school management and leadership

One of the main aspects of management and leadership is decision making. (Hoyle, 1986). Management therefore involves taking decisions in order to make the organisation run. The key important element that defines a successful leader or manager depends so much on the decisions he /she makes for the good of the school organisation. Decision making is very difficult thing to undertake.

"…..Whether we are setting goals, planning to achieve them or coping with the issues which arise in organising and carrying out day-to-day activities, making schools run, as we wish them to and preventing un wanted events depends on our ability to take and implement decisions. To accomplish both the taking and implementing of decisions consistently well is no mean task. Ingredients for success in decision making include self-discipline, perception, creativity, dynamism and considerable skill in handling both individuals and groups". (Evarard, 1996:40).

Decision making can be challenging and painful for it involves alterations, conflict, and fear on the side of the decision maker to be wrong or accountable. Managers who fear to make decisions run the organisations without proper focus and risk losing respect from their subordinates. Decision making involves several intricate aspects and I will consider rational decision making, strategic and ethical decision making.

3.6.1 Rational decision making

Rational decision making is under formal models of educational leadership. (Bush, 2003).As mentioned earlier, rational models emphasise managerial processes rather than organisational structures or goals. The focus is on the process of decision -making. According to the rational model, decisions should not entirely be based on intuition and experience but rather be based on analytical thought process that predicts every day realities that affect school management. (Ibid: 46). The process of rational decision –making is thought to have the following sequence;

  a) perception of a problem or a choice opportunity ,
  b) analysis of the problem, including data collection,
  c) formulation of alternative solutions or choices ,
  d) choice of the most appropriate solution to the problem to meet the objectives of the organisation ,
  e) implementation of the chosen alternative ,
  f) Monitoring and evaluation of effectiveness of a chosen strategy.

The rational decision making is best applicable in situations where the school is under a lot of external pressure and conflicting demands. However, rationality should be applied in respect to school's values and common educational purpose, for example, that to which the country upholds as their common purpose for education. (Bush, 2003).

This concept illustrates to me how most of the dilemmas in school management largely depend on decision making.

3.6.2 Ethical decision making

One of the key descriptions of a good leader is his ability to explain and justify decisions in moral terms. In making ethical decisions, practical reasoning is necessary as opposed to only theoretical guidance. Good administrators should be fair, just, human and impartial. Rationality in ethical decision making involves consideration of competing claims of different moral values, the role of experience and consideration for one's emotions.

 (Sola, 1984). One can rationally take or reject a decision for the Sake of self –interest, or on the estimated consequences likely to happen if the decision is taken. If the results are likely to be good to the majority (utilitarian), then the decision is taken. The utilitarian view is the most appealing to most administrators. (Ibid). Human being need special consideration when it comes to ethical thinking because ethics is relative. In Uganda for

example, there are different tribes with different cultural values and beliefs, so while addressing certain ethical issues critical thinking is every essential.

3.6.3   Strategic decision making

Strategic decision making deals with taking decisions while considering an environment made up of multiple interest groups , conflict , negotiation, limited resources , positional authority and informal power.(Snowden and Gorton 2002:5). Before making choices and decisions here, the administrator must know well and analyse critically the internal and external environment on which the decision is to affect. This is necessary in order to ensure that the decision does not fail. In other words strategic decision making is dominated by an administrative or organisational outlook rather than the value outlook. This model is applicable to my research project in that the head teacher tries to implement school policies and programmes with different interest from his subjects. Conflicts are also inevitable in a school setting so the head teacher has to be strategic while under taking crucial choices that will affect the organisation as a whole.

3.7   Ethical considerations in school administration

In a situation of challenges where one has to make decisions that will have an impact on his subjects, moral concerns are so vital. A school does not teach learners only the academic content but also moral expectations of the society. Ethics and morality are more or less the same , they are related .In Uganda, some parents take moral issues very important compared to academic excellence and this partly explains why Christian oriented schools get a lot of students .The private schools also use the Christian dimension in their programmes to attract students. Ethics and morality deal with right or wrong based on the person or society. Ethical concerns and dilemmas involve facts like the right thing to do, the fair or just, the humane and ought to be. These are cited because other than being matters of personal preference, ethical issues concern our duties and obligation s to one another, what constitute fair treatment of one another and what rights we have. (Strike, et al 1998).

The central preoccupations should be with value judgements and with the attempted resolution of value conflicts in organisational settings. Educational leadership is especially involved with moral and ethical questions relating to various constructs of the good life. (Grace, 1995:142). The main obligation of any leader is to uphold professional values and unification of people around key values. (Wasserberg, 2000:158).

Greenfield (1993) adds that leadership begins with character of leaders, expressed in terms of personal values, self awareness, emotional and moral capability. Good leaders are informed and communicate clear sets of personal and educational values which represent their moral purposes for the school. Vision is too an essential component of effective leadership, there are four emerging generalisations about leadership which include the following;

a) Outstanding leaders have vision for their organisations,
b) The vision must be communicated in a way which secures commitment among members of the organisation,
c) Communication of vision requires communication of meaning ,
d) Attention should be given to institutionalising vision if leadership is to be successful. (Bush, 2003).

3.7.1 Different views of ethical thinking

There are various theories of ethical thinking which are grouped into two; consequentialism and the non-consequentialism.

3.7.2 Consequentialism (teleological views)

These view points are traditionally called teleological views; a name derived from a Greek word "teleo" meaning "end". Consequentialist views focus on the positive consequences or outcomes of people's actions. (Strike, 1998). Every action is good provided it produces good consequences, either for the actor (ethical egoism) or for others (utilitarianism).
(Sola, 1984). The bad side of these views according to Campbell is that " ….no action is ever right or wrong as such , so any action can be permitted under certain circumstances ". (Campbell 1993:7). Personally, I have observed that most of the head teachers used this form of ethical thinking to deal with moral issues in the school. For example the expulsion of indiscipline students from the school may be based to this level of thinking. This is because a few students cannot lead to a compromise on the moral standards of the whole school. In case of strikes in a school, this view may also be relied on to deal culprits. This view is very vital as it helps the head teacher safe guard public interests instead of focusing on private benefits of a few members of the school.

3.7.3   Non –consequentialism (deontological views)

For non .consequentialism view focus is not on good consequences but rather they emphasise that an action is moral only if based on clearly defined moral principals. (Campbell, 1993:7). Here, morality is supposed to be guided by human principles like truth, justice, caring duty and compassion. Other than having good consequences as the right measures of morality, actions could be judged basing on intuition-ones sense of right and wrong. Here there is a limitation like Aristotle analysed that there is no natural object which can oppose its natural character. Actions can further be judged basing on the high standards of the of the law of supernatural power of God and on ones sense of duty to do good for example not to hurt people and refunding borrowed money.(Sola, 1984:51).

3.8   School administration dilemmas / challenges in private schools

All organisations that innovate or learn come up against innate challenges that block progress .The harder you push against these challenges, the more they seem to resist, but if you can anticipate them, and build your capabilities for dealing with them, they become opportunities for growth. (Senge, 1999). What is common to all managers and administrators is the fact that all of them face dilemmas and challenges or problems. These two seem related but slightly differ in terms of how you get a solution for each. Challenges/ problems may be solved by standard problem-solving approaches yet dilemmas are conflict –filled situations that require choices because competing, highly prized values cannot be fully satisfied. (Jacobson, 1996:19). Dilemmas involve balancing competing claims and juggling through to reach a decision .Some of the challenges which the head teacher faces involve responding to all questions directed to him by parents, teachers, learners, Board of governors, Board of directors and the state.

He has to work hard to ensure that board of governors have interests of the school at heart. In many private schools goal setting is a corporate activity undertaken by the formal bodies or informal groups ,so the head teacher ends up implementing what is unique before him, In Uganda, the national curricula is dictated by the state and leaves little scope for schools to decide their own educational aims which suits them, government intervention is another external obstacle for the head teacher , the dilemmas of curriculum changes as discussed in chapter two section (2.3.3) is shifted to the head teacher too. (Bush, 2003).

Education Standard Agency using their experts observed that there is lack of supervision and monitoring, board of governors are not fully trained and teacher management was wanting. (World bank paper, 2008:39) .These are responsibilities of the state and if they are not vigilant, it's the head teacher to be affected. Referring to general educational rational model by Tjeldvoll, the mandators posses a high challenge and dilemma in school management since some of them are not trained at all and are just mere business men. They force the head teacher to compromise his professional ethics. These challenges and dilemmas are represented in the ambiguity models which are discussed in section (3.3.4) of this chapter. It's important to note that the administrative problems of developing countries have many historical, cultural, political and economic dimensions and may be caused by factors and circumstances that are indigenous too.

The structure of education the education system, the planning, the role and influence of the developed world donors and the dependency syndrome they generate, the lending agencies, all have serious implications on the education system in general and the specific institutions and the administrators heading these schools. For example the donors sometimes influence the curriculum content by requesting the state to emphasise science subjects at the expense of arts ones yet both categories are needed, historically the British made our training to focus on office jobs which has partly led to unemployment. Students who take vocational studies are seen as failures by those who proceed to universities.

3.8.1   Forms of dilemmas and challenges

Dilemmas and challenge arise due to various factors, some are due to the motive of the school, that is the reasons held by the mandators for example what they want to attain in short or long run, influencing administrative decisions may cause tension for which the head teacher has to make choices that benefit the school in general.

Other school administration challenges and dilemmas arise out of the need for, or strategies for change .when a new head teacher is appointed, he may want to come up with new programmes and will help revive the school or impress the founders. In some cases, some changes may not be appropriate or acceptable to all, and for that matter results into tension. A recent case in Uganda is the change in school curriculum which has led to dropping of certain subjects rendering some teachers jobless and the head teachers are facing this dilemma.

Society's beliefs manifested through culture and ethics are possible causes of administrative dilemmas and challenges. Cultural values, beliefs and norms are at the heart of the organisation. (Bush, 2003:156). More details are discussed here and bush accepts that cultural models are so central in any organisation .If the values and norms of the organisation are not fulfilled tension is inevitable in the organisation. In some schools, worship on Saturday, Friday and Sunday are mandatory. In some private secondary schools of Uganda, certain schools hire staff from the same tribe, may be for easy communication and the need to hire people from cultures which are well known by the mandators. If the head teacher hires different tribes tension is likely to arise.

Most of the head teachers when they are appointed by the founders of the schools, they are not always given job descriptions. The head teacher has to guess and gamble his way out to attain the school's aims and objectives. This leads to a tough challenge of role dilemma. The major questions which the head teacher asks himself are; what is his role and what are the expectations of the school and those above the principal. How are the head teachers supposed to perform their roles – should they be leaders or just managers and how can they be both. (Snowden, 2002).

Some of the administrative dilemmas we have in developing countries are as a result of colonialism and neo-colonialism legacy, poverty, dependency and underdevelopment. In developing countries, centralisation and bureaucracy are very common .Ministries of education claim that the head teachers have authority and discretionary powers to act .The head teachers on the other hand, claim that when they dare to exercise their authority and discretion in their schools, they come into conflict with their authorities. (Kashemeire, 2003).

This situation fits very well in Ugandan context where the ministry of education and sports give a lot of authority to the head teachers yet this is theoretical and not practical. In the schools they lead, the founders control almost all school activities which lead to tension and conflict. Colonial legacy whereby in Uganda we follow a British system of school management which is so bureaucratic and in such a case conflict and dilemma is inevitable.

Another dilemma common in developing countries comes especially in periods of financial crisis. There is a tendency to talk of decentralisation of placing greater measure of accountability on the head teacher. The head teachers are thus being called upon to do more with less. Here they are not supposed to resist or else they risk their professional autonomy. (Ibid). This is applicable in Uganda; most of the private secondary schools do not let the head teacher get access to the physical cash of the school and if they do, the head teacher is given a small portion of the money per week to run the school. This is a tough challenge to the administrator because money gives any leader that extra authority needed for control of the school effectively.

3.8.2 Why do these challenges / dilemmas exist?

It is not easy to come up with the direct causes of dilemmas or challenges faced in private secondary schools of Uganda; however the following could be some of the main factors that are the genesis of most the challenges experienced in schools.

There is less emphasis on school leadership in Uganda and Sub-Saharan Africa as a whole than it is elsewhere in other parts of the world. (World Bank paper, 2008). There is no specific learning institution that trains head teachers in Uganda. This is a danger to schools in general because principals lack the capacity to contain any challenges in the schools. Virtually all secondary school heads in Sub-Saharan Africa (SSA), Uganda inclusive are experienced teachers selected on the basis of their seniority, however some private schools appoint young and inexperienced head teachers due to fear of spending much money on mature, qualified and experienced head teachers. The process by which principals are selected is not based on qualifications to administer and manage, but rather based on prior positions held or their performances as teachers. (Ibid).

It's true that some secondary school heads do not receive some leadership training but rarely before starting their jobs, nor does the training cover all aspects of secondary school management that a head teacher will have to face. In Uganda there is no teacher training institute or Universities that offers advanced training or degrees in school leadership and management to prepare promising candidates to lead secondary schools.

Too much work given to the head teacher is another possible cause of the dilemmas and further challenges in the school. Most of the private secondary schools treat the head teacher

as the inspector, financial manager, curriculum implementer and some time school driver and nurse. Academic management is may be the most familiar task to head teachers, but managing teachers is complicated due to poor pay and difficult working conditions like lack of proper accommodation. This is a serious dilemma and challenge because one wonders how the head teacher can force teachers to work yet they demand previous salaries and with poor accommodation.

Lack of cooperation by the mandator or founders. Most of the head teachers follow instructions from the pioneers of these schools. These owners do not respect their head teachers and just dictate any policy onto them. Some founders focus on trivial matters / goal displacement by emphasising things like worship, smartness and entertainment which are not academic related .The head teacher on the other hand wants to emphasise academic achievements and professionalism. In this case conflicts are inevitable and the school is bound to fail. This is exacerbated by the fact that few private schools have Parents – Teachers Associations who can bridge the gap between the head teacher and the founders.

Lack of proper accountability in school system is worthy mentioning. In Sub –Saharan Africa (SSA), governments are seeking ways to improve the quality of secondary education in their countries as one way of responding to greater demands for accountability from the public for the education system where children are learning. The focus concerns ways in which SSA governments can make their education systems accountable to the requirements set by government, the students they serve and to the parents and the community in which schools are located. There is need for upward accountability where school hierarchy report to those above them, down ward accountability which involves evaluating of students learning or an obligation that the school hierarchy has to learners and finally outward accountability, this is the responsibility that that the school system has to community members especially those who pay school fees. Inspectorate accountability is so vital too. School inspectors are not effective and some of them are parents in the school, so they don't give genuine report to the ministry of education hence leaving many problems in the private schools.

 The principal faces a dilemma of balancing the mutual relationship between his bosses and the professional duties. Most of the head teachers believe that this is one of the main challenges and dilemma in private schools. In terms of curriculum implementation, there is a

challenge of addressing the needs of students from a broad. Some schools are international so they recruit students from Europe, Kenya, Tanzania, Burundi, Rwanda and other parts of Africa. The curriculum expectations by these students are different and it's the head teacher to fix any curriculum problems. The concern of the founders is maximising profits. In order to fix all these challenges/ dilemmas and generating new contemporary skills of organisational management, there is need to get insights from learning organisations as described by Senge.

3.9   Learning organisations.

These are ideas by Senge; he describes himself as an idealistic pragmatist. Personally his ideas concerning management and leadership are inspirational and help potential managers and leaders generate new insights about management. His ideas demonstrate the fact that school management dilemmas requires collective effort by all members of the organisation. According to him learning organisations are organisations where people continually expand their capacity to create the results they truly desire , where new and expansive patterns of thinking are nurtured ,where collective aspirations is set free, and where people are continually learning to see the whole together. He further observes that the basic rationale for such organisations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. In order to achieve this, organisations need to discover how to tap people's commitment and capacity to learn at all levels.

The basic components of a good organisation include systems thinking, personal mastery, mental models, building shared vision, and team learning. People are agents able to act upon the structures and system of which they are a part. All the disciplines are in this way concerned with a shift of mind from seeing parts to seeing a whole, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present creating the future. In line with decision making, senge argues that we learn best from our experience, but we never directly experience the consequences of many of our most important decisions. Other basic qualities for management are competence, skills. Agitating for dialogue and calling.

Senge argues that traditionally leaders were special people who set the direction, make key decisions and energize human resource. At its centre, the traditional view of leadership is based on assumptions of people's power lessness, their lack of personal vision and inability

to master the forces of change. This is a traditional view according to senge but its still the way leader take their subjects today. Personally I don't agree with the traditional view about leadership and instead concur with the new ideas he poses.

Against the traditional view, he sets a new vision of leadership that centres on more clear vital aspects. Leaders are designers, stewards and teachers. Stewardship involves a commitment to and responsibility for the vision, but does not mean that the leader owns it. Leaders are stewards of the vision and their task is to manage it for the benefit of others. As teachers, leaders can influence people's view of reality and explain the vision of the organisation. A leader as a teacher, is not only about teaching people how to achieve their vision, it's a bout fostering learning for everyone. (Senge, 1999).   These ideas are applicable to leadership and management .I will show how they are applicable to management and leadership while presenting results and recommendations in later chapters.

CHAPTER FOUR

4.0 METHODOLOGY

4.1 Introduction

This chapter is so central in my research since it spells out the means that were used to gather vital information that was relevant to my study. A method is away to a goal. (Kvale, 1996:95). In other words, a method is a style through which the investigator plans how to get, process and disseminate information. In this chapter, I will first comment a bout my research questions and then explain the appropriate research design that was used and show why it was my favourite choice as opposed to other research designs, research strategy will be highlighted, data collection procedures and where the study took place will be given and why I chose those particular schools. Other areas to be handled will involve, specific methods used (interviews, observation and document use), data analysis, validity, reliability and generalisability, ethical considerations and finally overall comments about research process will be highlighted.

4.2 Research questions

Before I started the actual research work in the field, I laid down my research questions which were to be investigated. These research questions were to give me an insight into the appropriate methods to be used and assessing whether they are qualitative in nature or quantitative. The following were my research questions;

What are the main challenges of privately owned secondary schools?

Why do these challenges exist?

How does the head teacher perform his duties despite conflicting interests and challenges in private secondary school?

What could be a better way forward for reducing or solving these challenges in privately owned secondary schools?

I discovered that my research questions were qualitative in nature and therefore needed qualitative methods to be used so as to get the necessary data. As a researcher it's vital for my readers to note that I based on the background of these research questions to decide all the strategies I used throughout my data collection as explained in the subsequent sections.

4.3   Research design

The design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately to its conclusions. A research design is an action plan for getting from here to here, where here may be defined as the initial set of questions to be answered, and there is some set of conclusions (answers) about these questions. (Yin, 1994:19). In the introduction chapter, research questions are outlined while the possible tentative answers to these questions will be given in the later chapters while presenting the research results. This process involves major steps such as collection and analysis of relevant data. As regards to my project, steps for collection of relevant data will be stressed later. A research design in other words guides the investigator in the process of collecting, analysing, and interpreting observations. It is a logical model of proof that allows the researcher to draw inferences concerning causal relations among variables under investigation. I freely and selectively made observations on important phenomenon during my field study.

Research design also defines the domain of generalizability, that is, whether the obtained interpretations can be generalized to a larger population or to different situations. (Kvale, 1996:233). Analytical generalization involves a reasoned judgement about the extent to which the findings from one study can be used as a guide to what might occur in another situation. The findings in this report therefore should be treated as a theoretical frame work that can guide the readers and researchers in making informed judgement to what might occur in another situation. Generalizability is so central in research especially those conducted by means of case study approach which is the same in this study. It is important to note that case studies are generalizable to theoretical propositions and not to population or universe. (Yin, 2003:10).

4.3.1 Research strategy

A research strategy is the general orientation to the conduct of the research. It is a useful means of organising research methods and approaches to data analysis. There are basically two distinct strategies in research and that involve qualitative and quantitative research strategy.

Quantitative research is viewed as a research strategy that emphasizes quantification in the collection and analysis of data while qualitative research emphasizes use of words rather

than quantification in collection and data analysis. (Bryman, 2004: 19). Quantitative research deals with numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that the observations reflect while qualitative research is the non –numerical examination and interpretation of observations, for the purpose of underlying meanings of patterns and relationships. (Patton, 1990).

In order to select the adequate research strategy in research process, one needs to consider the specific research questions being investigated, the nature of the topic and the people being investigated. (Bryman, 2004). My study was guided by qualitative research strategy and all the data collection techniques were qualitative in character.

4.3.2   Qualitative research

My study was qualitative in nature and I strictly followed qualitative research principles. Quality refers to what kind, to the essential character of some thing. (Kvale, 1996:67). He further argues that qualitative research can produce scientific knowledge in the meaning of methodologically secured new and systematic knowledge. Qualitative research is objective and can yield into objective truth once the following issues are considered;

 1)   Research should be unbiased,

 2)   Focusing on intersubjectivity/ critical intersubjectivity (Fay, 1996:212)

 3)   Reflecting the nature of the object researched, letting the object speak, being adequate to the object investigated and expressing the real nature of the object studied. See (Hoyle et.al, 2002:394) for further justification of qualitative research.

In the present context getting objective truth is very hard and a challenge to researchers because every fact is theory laden, there is emphasis on dialogue as opposed to intellectual monologue, truth is said to be subjective and in motion. In addition to these issues, there is a dilemma on which methods and strategy that can enable researchers to get objective truth.
This is observed today following debates between quantitative and qualitative research strategies. Personally I think that both research strategies can give you valid results depending on the discipline of the researcher. However in social science study, I prefer to use qualitative research strategy. Since my project deals with people directly, I opted to use qualitative research strategy because it is important to ask people and they tell you the way they perceive the lived world within their context. The universal truth claimed by empirical

scientists in the study of social science may yield questionable results because man is very complex hence the need to consult him or her in the course of data collection.

In social science research, the issue of critical inter subjectivity is so central where repeated observations of the same phenomenon by different observers should give the same data. (Fay, 1996). Intersubjectivity can help the researcher to seek people's opinions about their social world. It refers to the agreement through a rational discourse and reciprocal critique among those identifying and interpreting a phenomenon. This may take a form of communicative validation among researchers as well as between researchers and their subjects. (Kvale, 1996).

Qualitative methods are also said to be the most appropriate in getting people's views. Qualitative research is viewed as " ….an approach to social science research that involves watching people in their own territory and interacting with them in their own language and their own terms" .The researcher is concerned with understanding behaviour from the informants` own frame of reference.

Qualitative research has four traditional aspects which states that, it seeks to understand social reality in its own terms as it really appears (naturalism), it seeks to understand how social order is created through interaction (ethno methodology), it shows a concern with subjectivity and gaining access to inside experience (emotionalism) which deals with inner reality of people and finally its sensitive to the different ways social reality can be perceived (postmodernism). (Bryman, 2004:267). In support of qualitative research, Marshall observes that; "……..The only way to understand human actions is to understand the meaning that people attribute to these actions, which includes their thoughts, feelings, beliefs and values of their real world". (Marshall, 1999).

Due to limitation of time in the field which is only two months, it was not possible to study many private secondary schools from different parts of Uganda. I therefore opted to use a case study strategy which enabled me to get vital detailed information about private secondary schools. In research today, case studies are integral part of qualitative methods. (Yin, 2003:3). There are four major qualitative methods used by most researchers and these include, qualitative interviews, recording and transcribing, observation and analysing of

documents. These are the specific methods I used within my case study strategy that helped me to collect the relevant data.

4.3.3 Case study

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real –life context, especially when the boundaries between phenomenon and context are not clearly evident. In other words, you would use the case study because you deliberately wanted to cover contextual conditions –believing that they might be highly pertinent to your phenomenon of study. Case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and one result relies on multiple sources of evidence which may require prior theoretical propositions to guide data collection and analysis. (Yin, 2003).

My study concerns a current phenomenon since it focuses on private secondary schools in the present situation. As observed by Yin, some theories concerning education management and school leadership were used to evaluate my findings. These are well explained in chapter 3. In other words, the case study as a research strategy comprises an all-encompassing method –covering the logic of design, data collection techniques and specific approaches to data and analysis.

Yin (1994), describes five major components of case studies as outlined below;

1) a study's questions (refer to chapter1)
2) Its propositions, if any, (for my project, I followed some propositions from education management, leadership in schools which will helped me assess my findings.
3) Its unit(s) of analysis. In my project I opted for a multiple case study of two private secondary schools.

Peshkin "et. al" (1990) state that case studies can produce a coherent and detailed description of perspectives, so my vision was that by critically studying two private schools, detailed objective truth could be obtained. Secondary, I chose a unique or extreme case with different variables to be assessed as noted by (Yin, 1994:39).

The private schools I studied were unique because one of them is an international private school with different stakeholders like directors, parents, founder(s), learners and other parties. Pupils are from different parts of the world. All these schools have a Christian

philosophy in their fundamental principles but with different dogmatic beliefs. There is revelatory case where an investigator has an opportunity to observe and analyze phenomenon previously inaccessible to scientific investigation. (Ibid). I observed and analysed the school activities and all its variables.

4) The logic linking of the data to the propositions. This is very vital and while presenting data findings, I compared my propositions with my findings which served as a basis for the validity of the research findings.

5) The criteria for interpreting the findings (for this case I cross examined my data with the propositions or guiding plan for my project. In other words, analytic strategies were followed as stated by Yin. (Ibid, 1994:102).

Yin (2003) observes that 3 conditions necessitate the use of case study research strategy as outlined below;

- When "how" or "why" questions are being posed. In my case under my research questions, I have stated "how" and "why" questions hence a justification for the use of case study strategy. How and why questions are more explanatory, this is because such questions deal with operational links needing to be traced overtime, rather than mere frequencies. In this study, some of the research questions to be answered are; why do certain challenges exist in private secondary schools and how does the head teacher perform his duties despite conflicting interests and challenges in private secondary schools.

A case study is a particularistic design which focuses on particular events , phenomenon, situation or programme and this specificity of focus makes it a good design for practical problems , questions , situations and complex occurrences arising out of everyday practice .(Merriam, 1988) . Since am also focusing on the practicing headmaster in a school setting with continued experience, the use of case study research strategy is appropriate. My study was explanatory in that my informants gave me explanations to relevant issues connected with my study basing on the questions I asked them.

In general, "what" questions may either be exploratory or explanatory, in which case any of the strategies could be used, case study inclusive. This makes my project exploratory too because I have asked "what" questions. (Refer to chapter 1 section 1.3.1)

- When the focus is on contemporary phenomenon with in some real –life context. This is in line with my project because the theme for the study is a current issue, operational, dealing with leadership in private secondary school.
- Having little or no control over behavioural events. The case study is preferred in examining contemporary events, but when the relevant behaviours cannot be manipulated. That is why I went to the field in Uganda and interacted with the informants who have more knowledge about my case and have been there for a longer period of time than I do. It is very hard to have control over behavioural events in such a short period of time so the need to ask the people who have stayed in those schools longer than myself, hence a justification for use of case study strategy.

Yin, (1994), recommends being a good listener, question-asking .As a researcher you ask yourself a question why invents appear to have happened in a certain manner, adaptive ness and flexibility, lack of bias and the pilot case study.

As per my project all these procedures were crucial and for any objective research they must be followed. I carried out a pilot study where by critical survey of the geography of the school and orientation into the school system was done. Flexibility is vital and being a good listener because I know that my informants are an authority in my attempt to collect adequate data.

The case study allows the investigators to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, organisational and managerial processes and neighbourhood change   (Yin, 2003). This is in line with my project since it is philosophical and seeks to get objective truth under social science cycles. To me, case study strategy is vital because I need to interact with the object under scrutiny.

Case study strategy has limitations which I was aware of while in the field. These include, lack of rigor, investigators being sloppy by not following systematic procedures or have allowed biased views to influence the finding. Rigor may mean lack of strictness, exactness and proper judgement. In order to have objective truth, this weakness was dealt with accordingly by following proper procedures of qualitative research. While in the field, I was very strict and used proper judgement during data collection so that my perspectives do not influence the findings.

Another point of criticism is that case studies provide little basis for scientific generalisation. The major question asked is "how can you generalise from a single case or two case studies?" The answer to this question is given by Kvale who suggested analytical generalizability and observed that "…. Case studies are generalizable to theoretical propositions and not population or universes". (Kvale, 1996:233).

Postmodernists are opposed to the universal truth and assess truth within context. That is why I narrowed down my theme to a local case study so as to be in context. On this note it's important for the readers to be aware that, the research findings just give a theoretical frame work which may be used as a guide to analyse similar situations.

4.4 Data collection procedure

The data was collected in October and November 2008. By October I was in Uganda and I went to the respective schools where I was supposed to conduct my research and presented an application letter and letter of introduction from *NLA – School of Religion, Education and Intercultural studies* to allow me conduct my research in the schools. The School authorities granted me permission by counter signing on my introduction letter I presented to them.

4.4.1 Descriptions of the schools studied

The schools I studied were two, identified as School "A" and "B" for confidential reasons and protecting the image of these companies should research findings have some negative implications on the way they are managed. Schools, A and B are located in Mukono district located 23kilometres from Kampala the capital City of Uganda. Mukono district is in the central southern part of Uganda with 72 private secondary schools. My case study schools are both private schools located 3miles/ 5km from Mukono town. They all have day and boarding section, mixed with both girls and boys. What's Unique to school (A) is the philosophy of religious foundation a long side academic programmes. School A was formed in 1997 by a board of directors merging funds however the chairman of the board had the highest share and later he bought out all the shares of other directors which enabled him to solely own the school.

The school is mixed with both "O" and "A" level. By Ordinary level I mean classes from senior one to senior four and A level runs from senior five to senior six. The school is

following the dogmatic beliefs of Seventh Day Adventist church (SDA) with both international and national students from different religious beliefs. In its original stages, the founder/s relied so much on acquiring loans from banks but later they paid the biggest debt to the banks and now rely so much on school fees from the students. This school has a well organised administrative structure with the board of directors; school council headed by the headmaster, deputies (academics and administration) follows in that line, Director of studies, monitoring and evaluating officer, wardens/ matrons , school pastor, head of subject departments, subject masters , games and sports master , patron to clubs and finally students leaders.

School "B" was formed in 1999 by a single business man .His aim was to generate profits after realising that there were a few private schools in the area. Its not following any religious belief in other words, it is secular. Like in school "A", he obtained money from his businesses and loans from banks. They started operating by using student teachers from the nearby University and it is only the head teacher who had completed his studies.
The administration structure of this school is not so organised because they lack some vital positions in their management which are in school A. Generally here the director and the headmaster run the school.

All these two schools had almost a similar teaching curriculum with subjects like Christian Religious Education, English, Mathematics ,Biology, Geography , History ,Chemistry, Commerce, Fine Art, Agriculture ,Physics , French and Islamic. These subjects are covered at both advanced and ordinary level. School A gives vocational training to the students and courses offered included, Piano lessons, computer studies, office practice and technical drawing.

4.4.2   Pilot study
A pilot study is a test of what to expect as a researcher since you are new to the place of study and even when you were part of the staff in previous years, there is a belief that in this post-modern era, truth is in motion so by the time you go back, many things could have changed hence the need for a pilot study. It helped me to get used to the environment before the actual process of data collection.

In my pilot study, critical survey of the geography of the school and orientation into the school system was done by the help of the head teacher like in school "A" and in School "B" , the head teacher requested the master on duty to do it on his behalf. The head teacher allocated me a room where I was to stay and then allowed me to assist the dean of students in his management. The dean of students in school "A" is in charge of discipline in the school. The head master's acceptance was based on the fact that I had been a student in the school for My Ordinary and Advanced levels during high school days.

Pilot case study helps you to refine your data collection plans with respect to both content of the data and procedures to be followed .The pilot study assumes the role of "a laboratory" for investigators, allowing them to test different approaches on a trial basis. (Yin, 2003:79) Basing on this note, I did several tests and trials with some specific methods that I used and this will be analysed while presenting these methods.

The data collection is an important art of the study since conclusions are based on what the data reveals. Hence the kind of data to be collected and methods to be used are considered with care. Selecting a method or methods is based on what kind of information is sought, from whom and under what circumstances. (Mugabirwe, 2003). In this study, the information was obtained through several qualitative methods that engaged the researcher in direct interaction with the informants within their own environment. The methods included; qualitative interviews, observation and document analysis.

4.4.3   Interviews

The term interviews comes from two words, inter and view. By definition, its inter change of views between two persons conversing about a common theme or as a conversation, a dialogue between two partners about a topic of mutual interest. (Kvale, 1996:42- 44)

In the post-modern thought there is an emphasis on knowledge as an interrelation and structural, interwoven in webs of networks. Knowledge is neither inside a person or outside in the world, but exists in relationship between person and world. The best way to find out what people think about something is to ask them. (Ibid).

The purpose of interviewing is to find out what is in someone else's mind because we cannot observe feelings, thoughts and intentions. Further still we cannot observe how people have organised the world and the meanings they attach to what goes on in the world. We

have to ask them questions about their perceived world and enter into their perspectives. (Patton, 1990). With interviews, one can assess the non –verbal behaviour of the respondents like facial expressions and gestures. (Mbaaga, 2000).

Yin (2003:92) observes that interviews are an essential source of case study evidence because most case studies are about human affairs. These human affairs should be reported and interpreted through the eyes of specific interviewee and well informed respondents can provide vital insights into a situation. This is why I chose to use interviews as my method for data collection. I consulted my informants in a way of a dialogue so as to catch their perceived truth about my topic within their context and language.

 Qualitative research interview can produce scientific knowledge in the meaning of methodologically secured new and systematic Knowledge (intersubjectivity) which empirical science ignored basing only on objective field data and neglected the social and temporal practices of researchers producing the results.   (Kvale, 1996: 41&64). That is why I took the choice of Interviews so as to ask people about their perceived reality because even in empirical science data does not speak for its self. My belief is that as long as am unbiased and let the object speaks about its lived world, and then I can catch the objective truth.
Creswell (2003:186-187) states that interviews allows the researcher to control over the line of questioning and getting vital information which cannot be observed directly.
(Yin 2003:86), notes that interviews allows you to seek clarification or probe in case you have not understood something. It focuses directly on case study topic. Interviews are flexible because you can alter the questions even in the course of interviewing. In line with this argument, Robson observes that face- to –face interviews offers a possibility of modifying one's line of inquiry. (Robson, 1999:229).

I considered this point relevant because new ideas and interests can be generated and when you are dealing with people they are always dynamic. This gives me chance to seek clarification and alter questions where need be. This happened to me when I was interviewing the headmaster in school "A" where I kept on rephrasing the questions to suit the situation. For a reasonable approach, interviews require corroboration of interview data with information from other sources. (Ibid).

Despite the fact that interviews is one of the most effective way of collecting data under qualitative research , I was mindful of its weaknesses which could limit my intensions of getting valid information on the subject under scrutiny.

Yin (2003 : 92) observes that since interviews are always considered verbal reports only , they are subject to common problems like biases, wrong information due to poorly constructed questions, access may be deliberately blocked, interviews gives only what interviewer wants to hear and poor articulation of issues. (Creswell 2003:186) makes the same observation bout weaknesses of interviews. Interview statements can be ambiguous and contradictory, so findings may not be intersubjectively reproducible. (Kvale, 1996).

There is further danger of leading questions being asked in the course of the interviews where the interviewer asks questions which call for "yes" answers. (Ibid: 157). I was so critical so as to avoid these weaknesses while in the field by asking open-ended questions, organising pilot study, pre- testing the interview guide , seeking deeper illustrations from my informants, being a good listener and following up the data collected through asking informants whether I had recorded right information. Even in the course of report writing, I kept on consulting my informants about certain issues in case it seemed unclear to me.

There is a likely problem of language barrier which may hinder proper interpretation. In my case I chose a case study within the intellectual context, the school system requires administrators to be fluent in English language. Besides, it's the official language in Uganda. In order to get accurate data, I request my informants to feel free and explain certain issues in vernacular. However this element worked for only school "A" where the head teacher was "Muganda" by tribe and speaks "Luganda" which is also my mother tongue. In school "B" it was not feasible because the head teacher was an "Iteso" whose local language is "Ateso" but all went well because he could speak some "luganda" and also fluent in English.

Interviews may also be time consuming. They require careful preparations, which take time .Arrangements to visits, securing necessary permission, confirming arrangements and appointments and rescheduling all needs a lot of time (Robson, 1999). Large amounts of data can also be obtained through interviewing which is time consuming to analyse. In order to deal with this challenge, I organised my interview guides in advance and contacted my

informants before travelling to Uganda. The informants adjusted their programmes to suit the interview process.

4.4.4 Conducting interviews

Yin (2003:89) observes that case study interviews requires two levels at the time and these involve satisfying the needs of your line of inquiry while simultaneously putting forth " friendly" and " non threatening" questions in your open-ended interviews. I designed the interview guide with open-ended questions to guide our conversation but at the same time seeking for opinions and suggestions from my informants. The number of informants greatly influences the quality of data to be collected much as there are other factors to consider before conducting an interview.

He states that too small groups or one person is sufficient depending on the purpose of the study. However a general impression from current interview studies is that many of them would have profited from having fewer interviews in the study. Expertise in subject matter and human interaction is vital too. (Kvale, 1996:101-104). In my project, I selected few informants and those who are experienced in my line of study since I wanted to get quality results. There are proper guidelines that govern, qualitative research which must be followed while conducting interview. (Ibid, 1996:5-6 &129-135). However I was flexible depending on the circumstances and the situation in the field.

I carried out face to face interviews with my informants with whom I had earlier contacted through telephone and physical presence when I travelled to Uganda. Like Kvale observes that there is need to have few informants in order to get valid data, I selected two head teachers all from private secondary schools. Personally I reflected on the time I was to spend in the field and noticed that time could not be sufficient enough to carry out interviews with many people and at the same time check on my dear family members.

The two head teachers I interviewed are experienced educationist with bachelor degrees in education and have experience in private secondary school management. My opinion is in line with the argument given by Rubin who observed that informants should be knowledgeable about the cultural set up or the situation and experience being studied. They should be willing to talk and represent all the views of the community. (Rubin &Run, 1995). As I mentioned in chapter one, the true names of the schools were not disclosed and the

head teachers liked the idea which gave them confidence to talk to me freely with the guidance of my interview guide.

4.4.5 Interview guide

An interview guide is "……a list of questions or issues that are to be explored in the course of an interview". (Patton, 1990:293). In an interview situation, an interview guide helps in indicting the outlines of the topics and subtopics to be covered and provides guideline to the interviewer on how to conduct the interviews so as not to be off topic and to be with in the time limit that is planned for. (Kvale, 1996). An interview guide would likely include introductory comments, list of topics, heading, possible open-ended key questions to ask and set of associated prompts plus closing comments. (Mugabirwe, 2005:38).

Before leaving Norway, I designed a draft of guiding statements which I was to use while interviewing my informants and then met my advisor so that we can reflect on them. In our discussion we resolved that I divide the interview guide into four parts which covers all the possible activities of the head teacher. Part one was about the historical background of these schools and personal question to the head teachers which were to set the in the right moods, two focused on the internal challenges / dilemmas as a head teacher is executing his role as a pedagogical leader, an administrator and human resource manager, three was concerning external challenges /dilemmas and finally part four dealing with other vital issues which were applicable to the topic. For detailed structure of the interview guide, refer at the end of the report.

4.4.5.1 Pre-test of the interview guide

In order to cross- examine my statements and questions in the interview guide I did two tests. The first one was done with one of the staff members whom the head teacher in school "A" requested to orient me into the school system and the second one was done with a friend who was also a staff member in the school. He loved my sense of humour and suggested that we become friends. In school "B" I did not perform any tests a gain since I had already refined my questions. Following these tests, I rehearsed my questioning techniques, adjustments were done by rephrasing some questions, checking the recording garget to ensure that it is in proper condition and timing my self to ensure that the interview sessions

are not prolonged. After all the tests I reminded my informants about our appointments and they confirmed that we would meet as planned.

4.4.5.2   Administration of the interview

In this study I interviewed two head teachers. I had plans of interviewing the District Education Officer of Mukono district but eventually I got all the data I wanted through document analysis and the head teacher in school "A" who had all the adequate information covering all my area of interest.

I started interviews with the head teacher in school "A" who requested me to have the discussions at his home office because he did not want people to disrupt our discussions. Before commencing our interview session, he requested me that we first pray and ask for God's guidance. I accepted because I had known that the school was based on Christian foundation and the head teacher was a staunch born again Christian.

After prayers I explained to him the purpose of the study and told him to feel free and express to me his expectations before we could proceed to sensitive issues. The head teacher asked me that if I was to record him then, after transcribing he was to erase the recorded data him self because he had had a bad experience of losing the job in the past years in the similar manner. He offered to write some answers to my questions and after analysing the data, I was to take the responses back to him. He further told me that by recording him, he was risking his job because serving in private secondary schools you are not assured of any job security.

I accepted all his demands and I started interviewing him. The interview session was handled in a relaxed mood and I decided to take some key notices and relying on my memory as he was giving me the responses to the questions. The reason as to why I wrote some responses was that in case the recorder stopped working I would base on my written data and my memory.

This is supported by an authority in qualitative interviews who observes that methods of recording interviews for documentations and later analysis include audiotapes, videotape recording, note taking and remembering. The usual way of recording interviews today is with a tape recorder and it records every aspect of the interview. (Kvale, 1996:160). He

further observes that other means may be used like use of researcher's subjectivity and remembering, relying on his or her empathy and memory and then writing down the main aspects of the interview after the session. (Ibid: 161).

I conducted the interviews in English but he could illustrate some issues in the local language "Luganda". The session took us one hour and I requested him that after transcribing I would take the report to him to verify and correct any mistakes. He gave me an appointment for that and clarified on where I had misunderstood him. All this happened after my advisor had authorised me to transcribe and analyse the data while I was still in Uganda. This was done through an email which he sent to me because we were always in touch.

In school "B", the head teacher took me outside his office under a shade and responded to my questions. We used 40minutes because he was supposed to take the UNEB examinations to the collecting centre. He had informed about this arrangement and requested that I brief him about my areas of interest and he condenses the necessary answers. Like his counterpart in School "A", he did not accept to be recorded since he had just assumed office and feared losing it to opponents' .He allowed me to take notice and strongly relied on my memory because all the attention shifted from the recording garget to my informant. He also accepted to place another appointment to proof read my summarised data.

4.4.5.3   Working with the data collected.

This involved recording and transcribing, alongside analysis of the interviews.

Kvale (1996:160) states that methods of recording interviews for documentations and later analysis include audiotapes, videotape recording, note taking and remembering. The usual way of recording interviews today is with a tape recorder and it records every aspect of the interview. Other means may be used like use of researcher's subjectivity and remembering, relying on his or her empathy and memory and then writing down the main aspects of the interview after the session. (Ibid, 161).

Despite the weaknesses in this form of recoding, to me it makes sense in that sometimes the devices may not be used under certain conditions like an interviewee refusing to be interviewed or uncomfortable in its presence, when the investigator thinks that recording

device is substitute for "listening" closely throughout the course of interview and in case there is no specific plan for transcribing or systematically listen to the contents of the electronic record –a process that takes enormous time and energy. (Yin 2003:92).

In my case, my actions depended on the circumstances because some areas are so remote that certain gadgets may not work and the weather conditions may determine how recording may be done. As already stated in my section of administration of interviews, one of my informants was not comfortable with the recording device (head teacher in school B) and the one in (school A) demanded to erase the recorded data after transcribing, I based on Yin's recommendation to handle the situation. It is also part of ethical consideration while in the field that always the researcher has to satisfy the interest of the informants. To transcribe means to transform or to change from one form to another. The lived face –to face conversation becomes fixated into transcript and it also involves interpretation. Transcribing may also mean change from an oral to a written mode structures.

The time needed to transcribe an interview depends on the quality of the recording, the typing experience of the transcribers and the demand for details. It is sometimes necessary to use secretaries who are fast and experienced in transcribing, however depending on the purpose of the transcript, it is recommended that the researcher does it himself. (Kvale, 1996:169-175). In my case as recommended by Kvale, I transcribed myself because I was to interpret what my informants had told me since transcribing is interpreting in its self.
There are no standard form of or code for transcription of research interviews , much as there are some standard choices to be made like , should statements be transcribed verbatim and word by word , including frequent repetitions, or should interviews be transformed into a more formal , written style. All these issues have no specific answer but it's important to "imagine how the informants would have wanted to formulate their statements in writing". (Ibid, 170). I listened to my recorded data and focused on getting the proper meaning of the explanations while transcribing.

My transcribing process was simplified because my informants had given me some of the written data on some key issues we had discussed. They also offered me a chance to go back and proof read what I had transcribed and verify whether there was no alterations in the transcripts.

I did this before coming back from Uganda and gave my advisor feed back on what had transpired in the field.

Data collected was analysed qualitatively. It has been noted that there is no precise point at which data collection ends and analysis begins. In the course of gathering data, ideas about possible analysis will come in (Patton, 1990:377). In my case data analysis was a continuous process during the research process because I analysed data during literature review, document analysis, during data collection and after data collection. One of the major challenges for qualitative data analysis is that "there are few well established widely accepted rules for the analysis of qualitative data" (Bryman, 2004). Nonetheless some academicians give guiding standards that researchers can use in analysing qualitative data. (Kvale, 1996:187-204; Patton, 1990:369-390). The following are some of the guidelines this study utilised.

The voluminous raw data in from the field notes are organised into readable narrative description with major themes, categories, and illustrative case examples. (Patton, 1990:10). During my analysis of data, I selected, categorised and summarised the information that I considered relevant to my study from the notes and transcripts. I followed my interview guide to classify responses from the informants for example issues concerning historical background of the schools, challenges of the head teacher as a pedagogic leader, an administrator , human resources manager to mention but a few. Cross-case was helpful too which involves the grouping together of answers from different people to common questions or analysing different views on key issues. (Ibid, 376).

There are other five approaches to interview analysis which includes, meaning condensation, meaning categorisation, meaning structuring through narratives, meaning interpretation and Ad Hoc meaning generation. (Kvale, 1996:187-204). Meaning condensation and categorisation are highlighted in the previous illustration and my emphasis will be on the rest. In meaning structuring through narratives, condensation or reconstructuring of many tales told by the different subjects into a richer, more condensed and coherent story than the scattered stories of the separate interviewees is done. Since analysis involves interpretation, the interpreter goes beyond what is directly said to work out structures and relations of meaning not immediately apparent in a text.

However the interpreter should maintain the actual meaning of the informants. In my case I had to take back the condensed and categorised work to my informants for verification. For Ad Hoc meaning generation, there is a free interplay of techniques where by the researcher reads through the interviews and gets an overall impression. (Ibid, 204). I used this technique too whereby it helped me assess whether my data was relevant and coherent with my research questions. I had to read through the work and verify whether the data was addressing the key issues of private secondary school management.

4.5   Document use

By way of working definition , documents is a term used to refer to printed and other materials relevant to the study , including archival records ,personal papers , photographs and physical artefacts. (Merriam, 1988). Document analysis is considered a" basic source of information about decisions and background, or activities and processes that can give the researcher ideas about vital questions to pursue through more direct observations and interviewing" (Patton, 1990:233). It is through this qualitative inquiry technique that the researcher can "..yield excerpts ,quotations or entire passages from organisational ,clinical or programme records ,official publications and reports relevant for a given study".(Ibid :10). Yin (2003:85) observes that documentary information is likely to be relevant to every case study topic. This is further supported by Croswell who observes that public documents such as minutes of meetings and news papers may be used. (Creswell 2003:187).

Documents enable a researcher to obtain the language and words of participants and can be accessed at any of time convenience to the researcher; they further represent data that is thoughtful, in that participants have given attention to compiling. As written evidence, it saves a researcher the time and expense of transcribing. (Yin, 2003:86; Hoyle, at.al 2002:387). Through documents, the researcher can get materials that could have otherwise been concealed and data from previous research on the same or related subject, even when the original researcher is dead. (Mbaaga, 2000:108).

 In this study, I used documents concerning internal activities within the schools and others from external sources but influence the activities of the private schools. While interviewing the head masters, they all agreed that the management and leadership challenges they are facing are as a result of internal and external pressures. This prompted me to consult

documents that are both generated from the schools and those from outside these schools like the Ministry of education and sports , local government to mention but a few.

The documents that I consulted and worthy mentioning includes the following;
 Uganda government white paper of 1992 on education review, Ministry of education and sports guidelines for registering a private school, Circulars to private secondary schools head teachers from the Ministry of education and sports, Ministry of education and sports inspectorate report, Mukono district profile, The statutory instruments supplements on teachers, 2008 world bank working paper on African human development and the internet documents (mainly about peter Senge). These one are categorised as external documents that influence private secondary school management.

 On the other hand those that I got from within the schools includes , minutes of previous meetings , financial accountability report to the Board of directors, Administrative structure chart for these schools, brochures for these schools , duty rosters , school curriculum and syllabus and seminar presentation reports on school leadership and management. I was not fortunate to get a document discussing exactly my topic since this seems to be a virgin area in Uganda that needs further attention, however I got several materials that enabled me answer my research questions. These documents were so resourceful in answering most of the research questions and compiling of certain chapters like, background to the study, literature review, methodology and designing way forward to combat the administrative challenges.

It's important to note that document use has certain limitations and being aware about them enables a researcher to have a better position of getting an appropriate solution. Some of the limitations include the following;
There may be protected information that is unavailable to the public or private access and it may sometimes require the researcher to search out the information in hard-to-find places. This challenge, I faced it in school A where certain documents were not open to everyone, for example pay roll report for teachers. This blocked my analysis of teacher's motivation. However through conducting interviews with the head teacher this information was revealed.

Some information needs transcribing or optically scanning for computer entry and the documents may not be authentic or accurate like news papers with different versions of reporters. (Yin 2003:86).

I personally think that much as news papers may not give valid data about the subject in question, they give an impression of what the situation is like in a certain setting. In other words news papers are within context and give updates on the day to day activities in a particular community. Since truth is in motion, news papers give current information about any community, so I needed daily updates on my community where my case study took place, secondly while compiling this report I was in Norway and not physically present in Uganda, so in the course of writing my report, new things can come up in Uganda concerning my topic.

4.6   Observation

My working definition of the term observation is "the critical and selective use of the eyes while at the field". Am using the word critical because when I went for data collection in Uganda, I had a topic to explore and certain variables I was interested in. It's also selective in that when I went for data collection I was concerned so much about variables within my case study. "…..Observation has been highlighted as fundamental and highly vital method used to discover complex interactions in natural social settings in qualitative studies". (Marshall, 1999). Through observation, one can easily obtain additional information about the topic being investigated. (Yin, 1989:91). Observation takes two forms and these are, direct and participant observation. Yin (2003:92) states that by making a field visit to the case study "site", you are creating the opportunity for direct observations. Assuming that the phenomena of interest have not been purely historical, some relevant behaviours or environmental conditions will be available for observation.

Participant- observation on the other hand is a special mode of observation in which you are not merely a passive observer but instead, you may assume a variety of roles within a case study situation and may actually participate in the events being studied. In my case I used both so as to fully get valid data since my other methods like document use and interviews all assume a passive role to an investigator as noted by Yin. (Ibid: 94). I preferred to use participant observation because one of the schools that I studied had both day and boarding section and activities go on throughout day and night.

This was in school A and as mentioned earlier the head teacher allowed me to help the dean of students who works throughout the day and night. This enabled me to observe challenges that are faced during day and night time as well.

Hoyle (2002:363) observes that naturalness is vital in the course of observation especially for social scientists in particular studying natural settings which can lead to greater external validity. He states that observation becomes scientific when it,

a) serves a formulated research purpose ,

b) planned deliberately

c) recorded systematically ,

d) When it is subject to checks and control on validity and reliability.

The remarks made by Hoyle seem to agree with my working definition of observation and I followed most of the principals that he has stated. In order to keep my informants and people in the case that I studied retain their true nature, I asked them to feel free with me because all ethical guide lines of research was to be followed and those that I couldn't contact, after collecting data, I approached them and requested them to read through what I had reported about them so that they could sort and sieve what was good for public consumption.

Through direct and participant observation, I was able to compare what I had read theoretically and what was taking place on the actual ground. One of the major challenges I observed was that managing a school at night is so complex because the staff members get tired and go to join their families so late but this also gives the student liberty to do whatever they want. I observed the accommodation facilities for students and staff members , staff members reside next to students dormitories and to me this was not healthy and motivating , the head teacher himself shared a compound with students , so they are neighbours and managing such a student is a big challenge as remarked by head teacher in school A. I also analysed the surrounding communities and assessed how these schools and communities interdependent and complement each other.

The most distinctive opportunity by using observation is related to your ability to gain access to events or groups that are otherwise inaccessible to scientific investigation and it gives an opportunity to perceive reality from the view point of an insider rather than external

to it, this is possible with participant- observation. (Yin 2003). As already analysed above , I was able to discover several variables because I was inside these schools and the period was not so long which is a danger to participant observation , in that when you stay for so long , you become one of those members and you may not observe all the vital variables. Observation too has got limitations which the researcher has to be aware of before going for data collection and plan for a possible solution. These include the following;

There is a major problem of biasness especially for participant – observation.
The investigator has less ability to work as an external observer and may sometimes assume a role or advocacy contrary to the interests of good scientific methods.

In participant – observation still, the investigator may become the supporter of the group instead of critically assessing events from a neutral point of view.

In addition to the above dangers, the role of the participant may require too much attention relative to the observer role and if the social group studied is physically dispersed, the participants – observer may find it difficult to be at the right place in time.

When I was in the field, I was aware of these dangers and made sure that am not a victim of any. Observation was so helpful in supporting other methods that is interviews and document use because it helped me cross –examine the data from other sources to what was taking place in the schools.

4.7   Validity, reliability, and generalizability

Kvale (1996:229) observes that in modern social science, the concepts of validity, reliability and generalizability have reached the status of scientific holy trinity. Ascertaing validity involves issues of truth and knowledge. (Ibid: 235) .Validity refers to the truth and correctness of research results. In a broader concept, validity pertains to the degree that a method investigates what it is intended to investigate, to the extent to which our observations indeed reflect the phenomena or variable of interest to us. Validity has forms which are external, construct and internal validity. I will elaborate on external and internal validity because they directly applicable to my research strategy which is qualitative approach. External validity refers to the degree to which findings from the study can be

generalised and internal validity is level by which there is a good match between the researcher's observations and the theoretical ideas they develop. (Hoyle, 2002:32).

Reliability pertains to the consistency of the research findings and consistency is needed in the entire process involved in qualitative research like in use of methods up to report writing. (Kvale, 1996: 232). Some qualitative researchers have a different attitude towards questions of validity, reliability, and generalizability. These are simply ignored or dismissed and substituted with terms such as trustworthiness, credibility, dependability, and conformability. (Ibid: 231). As noted earlier that one of the major question people pose is "how can you generalise from a case study and claim that its results are universal". This question could be posed to my research results and my stand is that the research results from this study is not statistical and generalisable to population but rather analytical one. Analytical generalization involves a reasoned judgement about the extent to which the findings from one study can be used as a guide to what might occur in another situation. It is based on an analysis of the similarities and differences of the two situations. (Ibid, 233).

In order to have valid results, I employed several qualitative data collection methods such as interviews, observation and documentary analysis, which complement one another and help to check consistency. Triangulation is the technical term used by scholars like Yin. In the course of collecting data like through interviews, I kept on asking the right questions which I had cross-examined during my pilot study. I kept on referring to my topic and research questions to cross check whether I was getting the right responses from my informants. I kept on contacting my informants even after data collection from Uganda and made a follow up to confirm whether the data I transcribed was the right one. My informants were also knowledgeable about my research topic which made it easier for me to interview them. Document use and consulting literature from scholars who have written on school management and leadership, qualitative research and related disciplines helped to prove that the results are valid.

For reliability of the results, the pre test study was done so that logical accurate information can be obtained from informants. I kept all the records right from start of my research until the end of report writing. I was a ware that qualitative research is based so much on the discipline of the researcher and personally, I wanted to get valid answers to my research questions because prior to my research these questions were a dilemma to people and me as

well. I asked questions following my interview guide and controlled any form of excitement which could have disrupted my data collection.

I was mindful of the fact that maintaining reliability is not easy because human behaviour keeps on changing. (Merriam, 1988). Controlling the biasness of the researcher and the informants is so complex. Personally, I think that that's why quantitative researchers oppose qualitative researchers because in away it's very hard to be independent of the research. I would suggest the need for further inquiry into my topic so that other scholars may give a critique to my work and correct it. In a post –modern approach the quest for universal knowledge is replaced by an emphasis on the contextualised knowledge, with a shift from generalisation to contextualisation. That is why I used case study strategy and conducted my research from Uganda so as to be with in context and get valid data.

In the present context getting objective truth is very hard and a challenge to researchers because every fact is theory laden, there is emphasis on dialogue as opposed to intellectual monologue, truth is said to be subjective. In addition to these issues, there is a dilemma on which methods and strategy that can enable researchers to get objective truth. This is seen today following debates between quantitative and qualitative research strategies. May be both research strategies can give you valid results depending on the discipline of the researcher as mentioned earlier.

Since my project deals with people directly, I have opted to use qualitative research strategy because it is important to ask people and they tell you the way they perceive the lived world within their context. Universal truth claimed by empirical scientists may be questioned because in the study of social science man is very complex hence the need to consult him or her in the course of data collection. On this note personally am convinced that what my informants told me plus the data I collected from my case study represents the true nature of this society. As a researcher, I have given tentative conclusions and accept any vital criticism so as to revise and refine my research. Further still, I call for dialogue since truth today is subjective to critical intersubjectivity which may enable me catch the temporary truth.

4.8   Ethical considerations

In social science research which involves human beings, ethical issues always arise and they involve questionable practices that may have an effect with the rights of the informants which are their dignity, privacy and respect. (Judd, Smith and Kidder, 1991). Ethics serve to protect the working relationship with the informants and directly relate with the integrity of the research. (Bryman, 2004).

Creswell (2003:62-67, Peshkin, 1990:247) all reflect on the issue of ethics in research as a whole, however ethical guidelines are well illustrated by Kvale who gives specific ethical considerations of interviews. He cites the following concerns to be observed carefully, informed consent; this is done through briefing and debriefing. The subjects should be informed about the purpose and the procedure of the interview. This was observed in that I first briefed all my informants about the target of research and it was done before conducting interviews. I identified myself as a research especially as a participant observer, this was necessary so as not to interfere with the privacy of the people. I first sought permission from the relevant authorities and with the help of the introduction latter from the university it was easy to be accepted.

Confidentiality in stages like transcribing, reporting interviews and the interviewing process. I take this point so seriously because the purpose of my research is to ameliorate the lives of people and not to negatively affect them. I was so careful with the information my informants gave me and even what I had observed myself I had to treat it with care. The issue of confidentiality was exercised when my informants requested that after recording them and transcribing it was a must that they had to erase the recorded raw data themselves. Some private documents they gave me are meant to be returned to the archives after the all research process and I account for them. Documents like financial reports, minutes from meetings are so confidential to them. As part of ethical consideration I opted not to disclose the true names of these schools so as to protect the public image of these schools.

Consequences, as a researcher you must project the outcome of the research interview and the impact it will have on the interviewees. In school A, the head teacher requested for the copy of the final report so that he can keep it for record purposes in case he is implicated in any case as regards to his contribution to the field study. I made sure that the staff members

are not divided by not asking them controversial questions and every staff member that helped me in one way or the other was directed by the head teacher himself.

4.9 Overall comments on the research process.

Personally I was satisfied with the research process because all my programmes went on as planned. My informants with their staff members and pupils were cooperative. The school environment was conducive for research and I was warmly welcomed. The interviews were conducted on separate dates much as my informants were busy supervising national examinations, they spared time for me. The documents that are relevant to my study were obtained and before going for data collection, this was my fear because such documents are so confidential in a school setting. My health was good throughout my data collection period and I was in constant touch with my advisor. Despites all these positive comments above, it's sometimes inevitable to finish a research process without encountering certain challenges.

Some of the challenges I faced were that some staff members in the first week thought that I was a new staff member who had come to replace them. This perception was short lived because the head teacher informed them that I was a researcher and I too re affirmed the same thing. The time I went to Uganda was a busy period for schools because that's when they prepare for final national examinations, may be this made the head teacher in school B limit the time for interviews.

Generally I learnt a lot during the interview process and I was testing what I had learnt in research methods but may be in future, there is need for more time so that as a researcher I don't put pressure on my informants because of the need to fulfil the congested University schedule . The preparations that we made while at the university were very helpful and I highly recommend it for further researchers because when I went for data collection, I knew what to do. May be in future it's good for the advisor to visit the researcher while in the field because by doing that the advisor has a very good view of the case study. For my case I was satisfied because my advisor has ever visited Uganda, so he has a wider perspective on the country.

CHAPTER FIVE

5.0   Presentation of research findings.

5.1   Introduction

Red line / red thread

This research project is based on the theme entitled "challenges /dilemmas of private secondary school management and leadership in Uganda. The gist of this research project is on management and leadership in private secondary school of Uganda and one of its fundamental research questions is "what are the main challenges of leadership and management are in privately owned secondary school and how has the head teacher managed to carry on his activities alongside these challenges. Other research questions that this research project addresses are "Why do these challenges exist and what could be a better way forward for reducing or solve these challenges. This is the problem to this research project that the research findings will address.

To deal with this problem, the study is based on the case study of two private secondary schools identified as school A and B and the research techniques employed in this study are qualitative based with methods like observation, qualitative interviews and document use being significant during data collection. The context of the society where my case was selected is given in the background chapter (chap2) which will help my readers to critically assess my research findings and possibly get to know the world view and background that may influence my arguments while discussing research results.

The research findings of this study are in line with the three main concepts of qualitative research which are validity, reliability and generalizability. These are described as scientific holy trinity. (Kvale, 1996:229). As already assessed in the methodology part, external validity refers to the extent to which findings from a given case study can be generalised and internal validity focuses on whether there is a good match between the researcher's observations and the theoretical ideas they develop. Reliability pertains to the consistency of the research findings throughout the research project. (Hoyle, 2002:32). This research project followed all these principles and the results will just give a theoretical frame work from which reasoned judgement could be made to the extent to which the results presented

here may be used as a guide to what might happen in another situation as termed as analytical generalisation. (Kvale 1996:233).

5.2 Organisation of the research results.

Results or research findings can be presented and discussed in the same chapter which I will do by presenting and discussing the research findings in accordance to arguments given by theories which I used in the theoretical frame work and related literature, conceptual issues, informants views and personal reflections. Qualitative material is interpreted by composing explanations, descriptions and supporting or substantiating them with relevant quotations so as to make the study scientific.(Mbaaga,2000). In presenting field data, attempt is made to give detailed information considered vital for the study. (Ibid).

My emphasis while presenting the research findings will be on answering the research questions I posed and not following interview guide questions because these questions are open- ended. Besides the research questions are the ones that are seeking answers which answers were obtained during field study. Before answering the research questions, I will describe the schools studied (A and B) and compare them. While giving the description of these schools, head teacher's expectations as managers and leaders will be highlighted plus facilities and materials which were in these schools. The administrative structure and descriptive characteristics of the school external environment will be considered because according to my study I discovered that both administrative and other problems in these schools are as a result of internal and external forces as observed by English.

He noted that educational leadership and management is too complex mainly because of internal or external dilemmas. (English, 2006). Some of the internal challenges include issues related to personal and organisational goals, task structures, hierarchy and professionalism. (Murphy, 1999). I have opted not to start by addressing my research questions because I want to set a foundation for their proper assessment by my readers, for example by comparing the characteristics of the schools studied, it helps the readers to know the context of the results and may be for the readers to understand why certain results appear the way they are. The summary of these results will be given in chapter six so as to remind my readers the outcomes of this research project.

The research questions will be presented in the following order;

What are the main challenges faced by privately owned secondary schools. While addressing this question much emphasis will be put on leadership and management challenges that these schools experience. I will show possible reasons why these challenges exist basing on data gathered from the field and views of other scholars.

When I went to the field, I discovered that the school still moves on normally despite the continuous challenges, this prompted me to find out how the head teacher manages to run the school amidst these challenges. Then finally the researcher will show what could be a better way forward for reducing or solving these challenges in privately owned secondary schools. In this part most of the views that will be presented comes from my informants basing on the way they perceive their society and in this case I was so much interested in the practical solutions to the challenges, however in the last chapter while presenting recommendations, I will incorporate the views of scholars and relevant theories.

I have deliberately arranged my research presentation in chronological order so that it gives my readers proper coherency while digesting and reflecting on the research results. Some of the answers to my research questions have been given especially those that required document analysis; however I will give more practical illustrations from the field in this part.

5.3   Description of case study (Schools A and B)

As already noted earlier the data collected and presented in this research report was based on critical study of two private secondary schools in Uganda simply identified as A and B. In order to avoid repetition the readers can refer to previous chapters already presented for the direction and reasons why the researcher didn't disclose the true names of these schools. Refer to chapter (4.4.1) for further details concerning these schools, however in this part I want to dwell so much on their administrative structure, views from the head teachers concerning their expectations as managers and leaders, financial resources, staff welfare and qualifications, external forces that influence the school activities and other crucial issues in management which this study assessed. It's important to note that while describing these schools, similarities and differences that were identified during data collection will be given.

5.3.1 Administrative structure and organisation

During field work study, I discovered that school A and B almost had the same administrative structure and organisation and differed in small details. All these schools on top of their management was the director/s who were in most cases founders or legitimate owners who had invested a lot of money in starting up these schools. I discovered that the director/s had total powers to take any crucial decisions concerning the day to day running of these schools. School A had four directors with one of them having the biggest shares and the other three had small shares. I got a chance to interact with the director who has the biggest share in school A and told me that "I control all the activities here and I supervise this school every day unlike other directors who are not so much actively involved in the day to day running of the school".

In school B on the other hand had only one director who injected his own financial resources to start up the school. This is in line with general model of educational rationality as illustrated by Tjeldvoll. He observed that in any school there is a mandator / director or legitimate owners of the school who are superior and controls other administrators.
(Daun, 1995). The readers can refer to chapter (3.4and 3.4.1) for details of the model and how it's applicable to secondary schools including my case too. Another scholar whom the researcher made use of to prove the power of mandator / director in the school organisation is Dunk lee. He observes that the head teacher is a subordinate to legitimate owner/s just occupying one of the lower ranks on the managerial ladder. (Dunk lee, 2000:23).

Headmaster/ head teacher follow in line of hierarchy and he is appointed by the director basing on many reasons. It could be due to his good qualifications, seniority in the school, tribes' man or clan mate. Like in school A the head teacher told me he had been promoted to the post of the head teacher because of his seniority as opposed to the head teacher in school B who was young and appointed because he was willing to take a low pay per month. He told me that due to unemployment, he had to take the offer and besides he confessed that he had just graduated from the university. This is line with world Bank report on secondly schools in Sub Saharan Africa which observes that virtually all secondary schools in this region hire their head teachers on the basis of seniority , however for some they prefer young and inexperienced head teachers due to fear of spending much money on mature , qualified and experienced principals. (World Bank Report, 2008).

I discovered that the head teacher in both schools had deputy head teachers who are mandated with the task of representing the head teacher and assisting him on administrative matters of the school. The deputies were charged with different responsibilities, one of them taking care of academics and another charged with discipline. There are several departments under the deputy academics, which are director of studies, carrier master/mistress, heads of subject department, class teachers and subject teachers.

Under the deputy head master there is domestic office, director of extracurricular activities, office of social welfare, prefects and students. In school A, I observed that they had special offices like that of the matron/ deans or warden and these were charged with the task of taking care pupils at night. Monitoring and evaluating officer was in charge of reporting to the director all school programmes formally and informally. Since it had the philosophy of religion, they had the school pastor too in charge of spiritual matters. Finally the patron and games master who were assisting the social welfare department. The welfare department covered the school doctor and nurse. Personally I appreciated their structure however later I realised that it caused some conflicts amongst the staff members.

In school B, I observed that they lacked administrators to assist the head teacher which made his work stressing. He confessed that the work is very tiresome yet with little pay .This had a negative impact on the learners since staff members were not motivated to teach. Students could escape from school. All this was partly attributed to the mandator who prefers to use few staff members so as to cut costs and makes profits. I found out that its one of the major causes of the internal administrative problem. As reported earlier in the back ground that the state requires all the private schools to have board of governor which is a neutral body with representatives from the ministry of education and sports to oversee activities in private schools. However practically on the ground I discovered that none of the schools I studied had one. Personally I think that this is due to lack of school inspection from the ministry of education and sports. For all the period I was in these schools no government official visited the schools.

5.3.2 Head teachers expectations

Both the head teacher in school A and B stressed the importance of having school facilities in order to have effective management in all sectors of the school. They observed that they perform different functions in school management which involves, being a pedagogic leader In this regard they stressed that effective management in this area needs good class rooms , writing materials ,projectors , computers , finances to take learners to field work in case of practical lessons like geography and economics.

As human resource managers they need to have staff houses, providing lunch, good salaries, and bonus payments. To them all this brings about motivation and mutual respect for the head teacher. Head teacher being an external coordinator, he needs to have private transport for effective supervision and coordinating school activities .This multipurpose task of the head teacher is observed by authorities who observe that the principal is the administrator , manager and a leader. (Dunk lee, 2000:23).

World Bank research report on education in Sub Saharan Africa views the head teacher as an inspector, supervisor and curriculum implementer. (World Bank report, 2008:31). Other issues that the head teachers talked about which influence their leadership and management included the following, financial resources, security, external forces, school population size and school programme that's if the school has a day or a boarding section where students stay at school throughout the term.

5.3.3 Financial resources

Both head teachers unanimously acknowledged the importance of finances in simplifying school management and leadership. The head teacher in school A observed that;

 "Since private schools are not funded by the state, there is always dilemma in running most of their activities since they almost entirely rely on school fees from the students". In school B the head teacher said that in order to generate enough money to facilitate their budget, they end up admitting almost every applicant which some times poses an indiscipline challenge. While in the field, I discovered that the head teacher does not have access to finances which keeps him powerless in a way because he can't do any activity that involves spending money. This was stressing because the subordinates cannot respect the head teacher as an authority in the school.

5.3.4   Security

In terms of security school A relied so much on the police station around the school. I discovered that at night students become violent especially when power is off. The police men patrol the fence throughout the all night and this helps the managers on duty and the head teacher in supervision. In school B on the other hand there was no good security and students could escape at night which posed an administrative challenge. Security is so vital especially in the boarding section since wrong people can abduct the students if not protected. In relation to this my findings shows that big size schools are prone to this problem especially if they are under staffed.

5.3.5   Alumni association and parents Teachers Association.

Parent's teachers association (PTA) as already observed in the previous chapters is a very vital body in school management since it links up administrator, teachers, students and the learners themselves. Practically on the ground I did not see any of such associations in the schools which I think would help them in the school management. In school A and B the head teachers confessed that they would love to have that association but the mandators/ owners of the schools are opposed to the idea.

Parents Teachers Associations were initiated to create a healthy relationship between teachers and parents. It helps in solving conflict that may arise in the school between teachers, students and parents, constructing buildings, advising the school on different matters and assisting teachers and head teachers as regards to disciplining the students. (Mafabi, 1993). International studies in education administration have revealed that the nature of management changed from one predominantly focused organisation to that which is focused on the workers and the community hence the need to have Parents Teacher Association in the schools to help in management. (Ssekamwa, 1997).

I discovered that the head teachers in both schools despite lacking Parents Teachers Association (PTA), they do have alumni organisation which is a body of former students in those respective schools. They frequently visit the schools; give counselling to student, staff and the directors. Some of these students are already professionals who are skilled in school management. The head teachers confessed that the alumni body had helped a lot in the day to day running of school activities. Like in school A the head teacher said that they some times donate money to the school. Having assessed some of the components in school A and

B, I now turn to addressing the specific research questions to my study which is the core of this research project.

5.4   The main challenges faced by privately owned secondary   schools.

As remarked by Senge who observed that; All organisations that innovate or learn come up against innate challenges that block progress where by the harder you push against these challenges, the more they seem to resist, but if you can anticipate them, and build your capabilities for dealing with them, they become opportunities for growth. (Senge, 1999). As already explained in the previous chapter (Chap3:8) instabilities and unpredictability in organisations are inevitable. This is well illustrated in ambiguity models which assume that turbulence and unpredictability are dominant features of organisations and their objectives are problematic since institutions experience difficulty in ordering them. (Bush, 2003:134). These sentiments proved real while in the field because indeed there were several challenges faced in these institutions.

It's important for the readers to be aware that most of the theoretical part addressed most of these areas especially in chapter 3, however here special emphasis is put on the real challenges that are faced practically on the ground. Generally speaking ,I discovered that the main challenges faced by privately owned secondary school are , lack of effective leadership, accountability, financial management, failure to have proper flow of information (internal and external) , and lack of proper administrative structure.

These challenges are highlighted in World Bank research report on secondary education in sub-Saharan Africa. (World Bank paper, 2008:47). In chap3 (3.5.4) I gave a description of formal models of management, my readers may refer to them again if need be and most of the challenges presented here have a link on these models. I will rely so much on World Bank research report to defend my arguments because it is within African context and relevant to my study. I further discovered that these challenges that are faced stem from both internal and external forces. This is in line with argument by English who states that educational leadership and management challenges have their roots from within and without. (English, 2006). I will illustrate these challenges but later give what my respondents feel are their main practical challenges in managing private secondary schools.

Lack of effective leadership is a key issue in privately owned secondary schools. Survey by World Bank on Sub-Saharan Africa demonstrates this very well, indeed while in the field I practically witnessed this. Much research has demonstrated that the quality of education depends primarily on the way schools are managed , more than on the abundance of available resources , and that the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher.(World Bank paper, 2008:30) . When I was in the field, I discovered that the owners of the schools and the head teachers focus so much on having quality infransctrures at the expense good leadership. In school A for example, the school had very good looking buildings and exciting physical impression but management was not their issue. In school B too this was the same case. I learnt that the directors focus so much on good physical impression just to attract parents and students to join them. Leaders in private secondary schools are not effective because they are not well trained, inexperienced and not fully motivated by the director/s. (Ibid).

In the field I witnessed this because all the head teachers did not have very good contracts and those who had its benefits were too low. For example in school B, the head teacher earns 300,000 Uganda shillings an equivalent of (1000) NOK per month. Effective leaders are supposed to be designers, stewards, and teachers and involve their subordinates in the management of the institution. (Senge, 1990). I discovered that none of the head teachers were following these good principles of management may be because of lacking motivation from their employers. This challenge stems mainly from the internal school structure its self, however I personally believe that the state have to share the blame too by not sending inspectors to these schools or come up with good programmes of training educational managers and leaders.

Accountability is another critical issue I discovered that is a challenge in private secondary schools. Unlike state owned secondary schools which are directly controlled by the state with well stated rules on governance and accountability, private ones are too far from this. What I observed was that there is total lack of transparency in running these schools. There are three forms of accountability that were lacking in their management namely; upward accountability, downward accountability and outward accountability. (World Bank working paper, 2008:37).

Upward accountability refers to the obligation within the school hierarchy to report to those above the school management. Hierarchical approaches stress vertical relationships within organisations and the accountability of leaders to external sponsors. (Bush, 2003:3). While giving the background to the study in chapter two in sections (2.3.4 and 2.5.3), we see the different sectors that are partners in proper management of private schools. In the general model of educational rationality still, we see how ranks are structured from the state, mandators, school leadership, teachers and finally the students. (Daun, 1995:73). If we are to have proper management accountability is needed from all these parties regardless of who is superior or inferior to the other.

Downward accountability is an obligation that the school hierarchy has to the learners by reflecting through student's performance. In fact as illustrated in the general model of educational rationality, all that the state and school managers are targeting is student's achievement which is in most cases ignored by both the state and mandators.

Outward accountability is the responsibility that the school system has to the community members especially those who pay school fees .This is basically the external link, for sure every school needs external support from parents, state and local communities if they are to stay in business. Managing towards the achievement of educational aims is vital but these must be purpose s agreed by the school and its community. (Bush, 2003:2).

In the schools I studied the head teachers revealed to me that when they attend board meetings with the mandators or owners of the school, it reaches a certain point and they are requested to leave the meeting. I found out that this is done especially when they are going to discuss financial matters. Both head teachers told me that they are often asked by the founders of the schools to manipulate certain programmes in the school like concerning students' performance. The head teacher in school A presented to me the annual budget which was presented to the board of directors and most of it was lies according to him because all the sectors in the school it claimed that receives the money do not get even a fraction of that money.

Amongst the directors too, there is no proper accountability and usually it causes conflicts in the school top management. On the other hand the state organs like teacher service commission, district service commission, education service commission and the inspectorate

board from the ministry of education and sports are supposed to inspect these schools and give accountability to the state and feed back to the schools. (Statutory instrument, 1996, No 13). I discovered that this is never done and just outlined on paper but never fulfilled .This affects leadership of the school and the head teacher has to direct the school along side these challenges and the question is how does he manage to cling on under such leadership pressure.

Poor financial management is yet a big administrative challenge. It's true that most of the private secondary schools get their financial support from school fees paid by the parents. This is also manifested in World Bank report on education management in Sub Saharan Africa. (World Bank report, 2008: 48). The report further observes that financial management includes raising the needed funds, prioritizing needs and budgeting for the available funds, spending only the limited amount available and reporting expenditures in detail. (Ibid: 33). This is never done in private secondary schools I studied basing on my informants who confessed that even the available resources that school collects from the students is diverted to other private businesses of the school owners leaving the head teacher with a big administrative dilemma. The head teacher in school B said that they got a loan which they were to pay back in three months time but students had yet paid the school fees and to make matters worse the loan funds were not injected in the school but in private business of the school owner. This means that the head teacher cannot pay the staff members, buying food and paying various bills .This leads some times to strikes and poses a serious leadership challenge.

Lack of proper information flow, this is both in internal management and external coordination. As illustrated in general model of educational rationality, the state still controls the private schools and in most cases interests from the mandators and the state conflicts. When I went to the field my informants presented to me various circulars from the state concerning different agendas like inspectorate reports, new policy reforms, proposed school calendar, administration requirements and the syllabus. This information is supposed to reach the head masters in private secondary school on time which is never the case. Unlike state owned schools which get update every month, private ones take even a year. The state requests the head teachers from the private institutions to get the information from their headquarters in the capital city which is costly so they miss out on such vital information.

In previous chapters I have already outlined the responsibility of the state in private secondary schools and possible causes of conflict in these schools and lack of information flow is one of them. Refer to chap2 (2.5.4 and 2.5.5) respectively. What is astonishing is the fact that there is a blame game between the state and the private schools, all these parties do not want to take the blame. All in all it's the state which has more powers because failure to comply with their demands then you risk closing down your school. This leaves the head master with the task of looking for all the vital information from the state. To my surprise in case of any problem in school, the state holds the head teacher accountable and not the directors or owners of these schools. Internally as already highlighted under the part of accountability, there is lack of proper information amongst school hierarchy which poses an administrative challenge. Despite all this the school has to move on and it's the head teacher to contain the pressure.

Unclear administrative structure is one of the worst challenges in private secondary schools. In state owned secondary schools the state defines the structure and power flow following the established rules and regulations. In private secondary schools this is not the case. According to Senge any good organisation must have well organised administrative structure with shared vision and team work. (Senge, 1990).When you have well organised school administrative structure it enhances both centralisation and decentralisation which is very vital in any educational management.

Educational institutions operates within a legislative framework set down by national ,provincial or state parliaments and one of the key aspects of such a frame work is the degree of decentralisation in the education system.(Bush, 2003:11) . Bureaucratic centralism on the other hand implies concentrating power at the central top authority decision making on a wide range of matters, leaving only tightly programmed routines implementation to lower level organisation. (Ibid) .I discovered that due to lack of proper organised school structure, the schools lacked well organised aims and objectives to guide them in school management. The importance of proper administrative structure and how it should function is well illustrated under models of educational leadership and management. Refer to chapter 3(3.5.4) under literature frame work. In the schools I studied there was always a conflict of power because the director and the head teacher could hire any staff they wanted.

In most cases they hired relatives who assumed a lot of power because of their attachments to the bosses. The director for example in school A hired someone specifically to report whatever the head teacher was doing, this always sparked off conflicts. In school A still, the office in charge of finances was being handled by the wife to the director, she had a right to do whatever she wanted and the head teacher could not question her decisions. This leaves the head teacher in dilemma because he has to respect the director and his wife at the same time. The director could tell the head teacher that his wife is under him but practically is this feasible. In state owned schools it's hard to find this confusion. The head teacher could not delegate his powers to any one because of fearing to lose their jobs except on a few occasions when the matter was not so sensitive. I think that's why he even took me to his home for interview session and requested to delete the recorded information immediately after transcribing.

Despite all this confusion they were willing to continue into management. According to them, they had personal challenges in administration which they shared with me. I was so much interested in their experience because it was a practical study and needed practical answers too. The following were their leadership and management challenges. I will highlight them briefly since some of them are already covered in the previous discussions; however since I needed the practical solutions too it was inevitable not to get their personal administrative challenges.

5.4.1 Practical administrative and leadership challenges faced by the head teachers.

Before I give the practical administrative and leadership challenges faced by the head teachers   let me re-echo some of the views of authoritative scholars in the field of organisational leadership and management. These views gave me an insight to what challenges I could expect from these schools before meeting my informants. All organisations come up with against innate challenges that block progress. The harder you push against these challenges, the more they seem to resist, but if you can anticipate them and build your capabilities for dealing with them, they become opportunities for growth. (Senge, 1999). "….The principal is the administrator, manager and a leader, but he or she can never be completely autonomous but is part of and necessarily responsive to organisational hierarchy and he is sometimes regarded as a stranger in strange land

especially new principals". (Dunk lee, 2000:23). Almost all my informants had similar leadership and management challenges in their respective schools and I will highlight them briefly.

These challenges are classified basing on the different roles of the head teachers. As pedagogic leaders they said that the subjects are too many which students are meant to study. For example Ordinary level (S1-4) they study seventeen subjects and eight of them are compulsory, this leaves them with a need to hire very many teachers, the text books are so expensive and to make matters worse the government made all science subjects like mathematics, biology, physics and chemistry compulsory yet laboratories are very expensive to maintain. For state owned schools the state provides all these facilities and posts teachers in their schools. This is a tough challenge really because at the end of the year students in state owned schools and those from private schools sit for the same national examination.

As the general administrator, my informants unanimously agreed that there was lack of proper communication between them and the directors. The head teachers attribute this problem to poor administrative structure. They observe that there is no proper appointment letter and job description that are given so different parties end up conflicting. They don't even appoint staff members and do not control finances, so the subordinates fail to know their staff. Actually I got a chance to interact with the director in school A but I sensed that there is no proper relationship between him and his administrators. Another issue here is that its very hard control staff members because each one of them is free to report to the director/s.

As human resources managers, they all face a challenge of managing staff members who are not motivated to work. Staff members are not paid on time, there is no job security, salary computation system is not transparent, and solving conflicts amongst staff members you have not hired is very hard. In state owned schools it's a different matter all together because the district education officer often pays the staff members, solves conflicts and gives appointment letters to the staff on behalf of the state.

Weber argued that in formal organisations, bureaucracy is the most efficient form of management .Bureaucracy has an element of observing hierarchical order which involves stressing vertical relationships within the organisations and accountability to the mandators.

As the head teacher one of the most vital parts you have to play in the organisation which is bureaucratic is decision making. It's mentioned in the rational model of management and has the following sequences, perception of the problem, and analysis of the problem; formulate alternative solution, implementation of the chosen alternative and monitoring and evaluation of the effectiveness of the chosen strategy. (Bush, 2003:46). While in the field my informants stated that decision making in a private secondary school is so hard because you have to rely on the mandators all the time, and in case you make wrong decisions, you are in most cases fired by the mandatory.

Another challenge which the head teachers face while administering stems from the cultural models .Cultural models emphasise the informal aspects of the organisations rather their official elements. They focus on values ,beliefs , norms and ideologies that individuals hold as preferences which influences how they behave and how they view the behaviour of other members .(Ibid :156). My informants confessed that dealing with people from different tribes, families, clans, religion and varying ideologies is too complex. In school A for example they follow seventh Day Adventist religious belief and are not supposed to have classes on Saturday because it is their Sabbath day. In this school they have staff members and students who have different dogmatic beliefs so there is always tension and friction in the school and it's the head teacher to ensure that the religious frictions does not affect the smooth running of the institution. In school B the head teacher faces tribal tension amongst staff members but stated that it does not affect teaching in the classrooms. Personally I know tribal issues are crucial in our community and are sometimes used as a basis for promotion. In fact schools which are neutral and embrace every tribe attain great achievements.

External forces where cited by the head teachers and here they highlighted political influence, bias from inspectors, unhealthy competition between private schools, and poor coordination by district educational officers. The head teacher in school A and B observed that politicians sometimes influence the directors to change staff members and head teacher or risk losing their licences. Since the directors are after making profits and staying in business, they have to fulfil the demands of the politicians. Politicians sometimes influences the district educational officers to close down their schools if they don't fulfil their demands like school B I was told faced this challenges in 2005.Private schools do have un healthy competition which involves black mailing and all forms of de campaigning fellow institutions in business. This was experienced in school A where rival schools put an advert

in the news papers that the school had closed down and instead had turned into a hospital. The head teacher and the administration struggled to clear their name but all in vain and lost some students.

On a personal level, they stated that they don't have enough time for their families because delegating is almost impossible. The director/s expects you to be in the school for the entire week, month and eventually a year. Students are stubborn and this because the director/s does not allow the principal to expel undisciplined characters since they are after big numbers of students where they can get profits. The head teacher in school B described it as "compromising professionalism so that you survive on the job. To them there is limited happiness in being a head teacher in private schools because you sometimes just deal with business men who lack proper educational working ethics. These business men sometimes lack proper aims and objectives of the school, so you manage an institution without proper direction.

5.5   Why do these challenges exist?

Like I mentioned earlier some the research questions had already been answered in the previous chapters especially for those where I based on the document and literature use. Some of the answers to this research question are already given in chapter 3, refer to 3.4.2.
 In this part now I will give more of what the head teachers think is the cause of the challenges in their school management.

 These were the responses from the head teachers;
The head teacher in school A said that according to him, "goal displacement is a big factor to be considered and all parties in the school have to reconcile their aims and objectives in order to have stable leadership". He defined the concept as a shift from academic achievement and other main interests to minor ends. For example putting much emphasis on entertainment and sports just to impress students. Personally I do think that the head teacher's comment makes sense because when I was working in a private school, founder put emphasis on games and sports so that they attract students some of which were undisciplined. In my terms I would say compromising quality at the expense quantity.

In school B, the head teacher highlighted lack of Parents Teacher association as a factor. "Parents are the sources of funds which help us run the school, so if involved they would break the dominance of directors in school management since they would need proper accountability for the money they have spent". This point is right because I discovered that school which have Parents Teacher Association (PTA) are strict on student's achievements. Like it's illustrated in the general model of educational rationality that all school activities should focus on student's achievement. Sometimes parents demand for school inspection so they check the owners of these schools which may solve these problems. Due to the fact that these schools run without Parents influence then challenges arise.

Both my informants cited bad recruitment policy in their schools that contributes to these challenges. Most of the students who come to these schools are academic failures and not disciplined. When they fail national examinations the blame is shifted to the teachers. The directors may reduce their salaries and they cannot motivate them in any way. This leaves the head teacher with the task of running the school amidst this pressure. I discovered that schools which have quality students, they do excel and all the entire administration is happy. Staff members are motivated and paid very well. In school A the head teacher had this to say;

We go to different countries looking for students around Africa and Europe.
Our major target is to raise numbers in our schools. The countries where we get most of our students are; Kenya, Tanzania, Rwanda and Burundi.

During my field work I discovered that some of the students from Tanzania, Rwanda and Burundi could not speak very well English but the teaching is done strictly in English. This leaves them bored and end up escaping from school to go and relax in town.

Both head teachers in school A and B confessed that limited inspection coupled with un educated directors is a major cause of these challenges. They observed that some of these directors are not educated but have capital to invest in these schools. In school A, the director is well educated with a masters degree in education where as the one in school B is not and just a business man. When I was in the field I noticed differences between the two directors.

The one in school A requires at least all his teachers have a degree or diploma which is not the case with one in school B. The one in school B I was told he recommends unprofessional teachers into the school because they take low pay. I came across I inspection report in these schools and the last time inspectors visited them was in 2007 yet many things had changed in these schools then. The head teacher in school B said that;

> Since there are many private and state institutions in the country, the state
>
> Has a shortage of human resource to inspect these schools, however
>
> It was the responsibility of each school to give better services to the
>
> Students.

The dilemma was the fact that most of these schools with poor facilities charge low school fess and attract many students from poor parents who can't afford high school fees.

Lack of sensitisation and leadership seminars. In school A the head teacher had this to say;

> Leadership seminars are so crucial to management and programmes
>
> to sensitise the staff was drafted by the administration council and
>
> the director did not approve it because it involved spending.

I later discovered that the head teacher took the responsibility of using his experience to organise a few seminars and it helped because there was some order in management compared to school B. In fact the head teacher in school A views the school as a learning organisation.

Learning in management is viewed as a process of aligning   and developing the capacities of a team to create the results its members truly desire. It builds on personal mastery and shared vision and people need to be able to act together. The discipline of a team learning start with dialogue and capacity of its members to suspend assumptions and enter into a genuine thinking together. (Senge, 1990:236). Personally do think that being innovative and you learn from one another is a good way of management and not using despotic rule. When you use force in management you cannot get good result from your staff members, so dialogue is vital like Senge suggests.

5.6   How does the head teacher manages to run the school amidst these challenges

This is one of the question I used to reflect on when I was still working in a private school and eventually it prompted me to make research about it that's why its part of the aims of this study. The answers to this research question are mainly based on empirical data collected while interviewing the head teachers. I let the head teachers tell me the way they handle their management without me interfering. They gave specific approach to certain challenges and general approaches to administrative problems. There argument was that administrative and leadership challenges are intricate and unpredictable so you keep on adjusting as they come. On that note, the responses here tackle specific and general administrative challenges.

My respondents observed that motivating the staff is one of the strategy they have devised to keep their staff working and hence continue running the school. The respondent in school A said that ;

 "For any administrator and leader to claim that he is a good leader must ensure that the staff keeps on working because you cannot manage the school a lone".

The respondent in school B on the other hand said;

"If you don't motivate your staff members and show them that they are important then they can abandon all school activities yet no man is an island the head teacher needs them".

According to them, motivation is of the vital issues that influences staff performance , it may be direct or indirect. They said that decentralising powers to the staff members is motivation in its self that you appreciate what they are doing and you can trust them by giving them more responsibilities. Psychologically we have intrinsic and extrinsic motivation so this may serve both purposes.

The head teacher in school A said that for him he prays for the staff members, shares with them food after harvesting, and in case of delays in payments he can lend money to some of them. According to him centralising power does no help so much because it leaves the head teacher with a lot of work which he cannot accomplish on time. They all have a strategy of taking staff members for retreats outside the school environment and give awards to the most hard working staff members.

97

"Decision making is very difficult to undertake in a private secondary school", remarked the head teacher in school B. The respondent in school A consented without hesitation. They observed that in order to avoid mistakes in decision making, you have to seek advice from your superiors and sometimes peers all the time.

The respondent in school A said "for me I seek advice from the director ,administrative council, prefects and none teaching staff because they are all components of the school".
He later said,
"you know every decision you take has consequences which may be positive or negative
    So by asking you examine the impact of undertaking a particular action".

Actually the response of this head teacher is already assessed in chapter 3.6.2 under different views of ethical thinking. Personally I think this approach is very good and sensible in fact I have ever used it when I was an administrator in a private school and it worked.

The head teacher in school B said "before taking any decision he refers the culprits to the school regulations and staff code of conduct which some time makes the culprit judge him or her self". I observed that for almost every offence these schools attached a punishment, so the staff and the students are a ware of the consequences. This helps the run the school without conflicting with any one.

External coordination helps the head teacher run the school without much friction with the outside community, my respondents agreed unanimously .I observed that external forces have a large impact on these schools, and among them are the state, local authorities, alumni students ,parents and the surrounding community. These are the strategies which are used to tackle this challenge.
The head teacher in school A said;
    "I always consult with the District Educational officer for programmes and events
        Of the ministry of education and sports". He further remarked that he attends meetings at the national and district level so that he is updated about very new development.

 In school B the head teacher said;
"In order to keep our clients, alumni, parents, state and other stake holders updated a bout our activities, we post vital information on the school website".

I discovered that in school A the same is done and for them they issue school brochures and calendars bearing vital information about the school.

My respondents believe that this help the get support from the outside community since they are assured of feedback. For the surrounding community, I learnt that they engage them in the school activities by organising games and sports with them; they allow them to supply their agricultural produce to the schools and transact business with the school management in well coordinated manner. Personally I think this is good approach for it makes the community identify with the school.

Relating with the director/s and other legitimate owner of the school in complex and stressing remarked the head teacher in school A. In general model of educational rationality we saw that private schools have founder/s and possess absolute authority as far as school leadership and management is concerned. I learnt that these mandators differ in the way they operate because the one in school B collaborates with his head teacher and the one in school A, there is a distance.

They respondent in school A said;

"My director and legitimate owners are complicated, however proper accountability, transparency, openness keeping professional ethics and giving feed back to them have kept us moving on in harmony without much conflicts and trouble throughout my term of office".

In school B on the other hand he observed that he updates the director on every development in the school and handles the school as his own property which has made him get emotional support from the director in case of any serious administrative challenges. They both consented that it's better not to dwell so much on sensitive issues of the school like financial management.

Leadership style was another strategy which this study tested to see which form these head teachers use. Before going for data collection I had a belief that these head teachers just use despotic rule to run these schools , but later I realised this was like stereotype in me because the results were different, then which leadership styles do they use?.

As already assessed in chapter 3.5.3, leadership involves a social influence process whereby intentional influence is exerted by one person over other people. (Yukl, 2002:3).

Every leader appliers a style of leadership that is unique to himself from another manager.

99

There are different styles of leadership from which a manager may choose from consciously or unconsciously to manage and lead an organisation as noted in chapter 3.5.3.

I observed that these head teachers incorporate all these styles depending on the situation and a challenge in question.

The head teacher in school A said;

"You cannot single out a given method that it's the most effective in management
Because the gravity of the challenges differs and of course personal emotions have
an influence too".

He further said, "I prefer to use democratic and transactional leadership since am a born a gain it matches with the Christina teachings of stewardship and being a humble servant".

In school B however the head teacher had this to say;

"I prefer to use charismatic leadership style with high sense of humour and some times controlled despotic approach specifically for students".

From my experience I discovered that those who use dialogue, democratic, charismatic and transactional leadership tend to succeed in organisational management. It makes the all the members of the organisation get concerned a bout the success of the organisation. In other words they are intrinsically motivated to participate in all organisational activities without being forced and with less supervision. I also learnt that there is need for a balance between these styles because the subordinates may take the leader for granted which can force the leader to opt for despotic rule.

Sensitisation was another strategy that these head teachers use. I examined documents of previous seminars and learnt that this strategy helps them to run the schools. The head teachers with without the support of the director/s organise seminars at the beginning of every term to educate the staff about the school organisation. I discovered that they select different themes each term.

In school A, the head teacher said;

"In these seminars we tell our staff about the realities of the teaching profession
that it's a service and not a source of wealth".

In school B, the head teacher observed;

   "Teaching is like being a social worker, even when you are not motivated carry on the job for the reward may come from heaven". He preached briefly.

Through these seminars they address issues of social differences like tribalism, racism, family issues and classes. In one of the document I read, they urged them to work together since they were all made in the image of God. Besides they serve in the same institution so you targets should be the same. It read.

 Last but not least, was the approach of dealing with pedagogic demands. Like in the general model of educational rationality, student's academic achievement should be the major aim of any educational institution.

In school A the head teacher said;

"I coordinate with the deputy in charge of academics, director of studies, parents, students, and parents for proper solution concerning academic achievement".

I further discovered that these schools had the national curriculum which they use as a guide to draft theirs per term. This enables the cover the all syllabus on time before national examinations. They also get guidelines from the examining board which helps teachers equip learners with basic requirements of Uganda National Examinations Board.

In school A, there was emphasis on co curricular activities which helps students to relax, keep them in school and cover academically weak student because they tend to succeed in these activities, further investigation is needed in this area.

In these schools I discovered that the head teachers encourage clubs like wild life, interact, Red Cross and pathfinder. These clubs keeps the students focused and they may develop a career out of the knowledge they acquire from them. They are sometimes used as experiments for what they study in the classrooms. These are some of the strategies that these head teachers use in order to run private secondary schools amidst administrative challenges , however further research may be carried out to find out whether these challenges have psychological implications on the head teacher in the long run.

5.7   The better way forward, according to the respondents.

For the research question d concerning the way forward for reducing or solve the leadership and management challenges facing private secondary school, the researcher decided to divide it into two parts. One part is from the head teachers who were my respondents because I needed to get solutions based on empirical data since they are the ones managing these schools. The other part concerning the strategies to combat the challenges will be addressed in the last chapter of recommendations and conclusions where views from my personal perspective and other scholars will be given.

My respondents gave the way forward which they take to be vital in the improvement of their conditions and secondary school management as a whole. As they presented their views to me, I observed that some of their suggestions are linked to their strategies they use to run the day to day activities of the school discussed above.

The following are the suggestions which the respondents feel can improve or solve private secondary school management and leadership challenges;

Sensitisation was so stressed by both my respondents since they thought was the only way to create awareness among all parties in the school. I personally I agree with them because while in the field I discovered that all their staff members and director/s lacked enough information

concerning school management. The head teacher in school A had this to say;

> "Sensitisation is needed by all the parties involved in the running of private
> secondary schools. The director/s, staff members and sometimes head teachers
> themselves need this sensitisation because of the little experience they may have".

In school B they head teacher made these comments,

"Counselling is needed so that in case the challenges do happen then people can

accept the realities of these challenges and forge a way forward instantly" He further noted that the state, local authorities needed to be reminded of their responsibilities so that they increase their vigilance in private secondary school management.

Board of Governors and School Management Committees are a necessity like the state had planned remarked the head teachers unanimously. As I was analysing some of the documents in the school files, I landed on the letter from the ministry of education and sports dated 12th June 2008 addressed to all proprietors and head teachers of private secondary schools. In this letter, all private secondary schools are required to have Board of Governors and school management committees. Some of the contents of this letter were as follows;

"It should be noted that many private schools have been mismanaged and that some schools have been mismanaged and others closed down due to lack of duly constituted and functional management bodies, such as BOGs and SMCs".

The Board of Governors is meant to have director/s or legitimate owners of the school, three parents, three people from the ministry of Education and Sports, and two local council representatives. On the other hand School Management is meant to have head teacher, director, parents and students representatives.

The head teacher in school B remarked as follows;
"This is a very good strategy since it helps to check the powers of the directors / mandators whose major aim is to exploit staff members and maximise profits".

Respondent in school B had this to say;
"It is very vital to involve parents and other neutral parties in school management because in case of conflicts and administrative challenges these parties can advise".

The respondents unanimously agreed that team work, flexibility, adaptability, productivity and integrating professional ethics in every activity of the school was essential. They noted that head teachers have to view themselves as designers, stewards and teachers of those they are leading.

The head teacher in school B said that "there was no need of dwelling so much on the challenges of the institution but instead to forge a way forward and move on". As stewards, there is need for the leaders to show commitment and work towards achieving the goals of the organisation despite challenges for there is no perfect organisation.

103

As teachers, leaders can influence people's view of reality, and explain the vision of the institution to others. A leader as a teacher may not only be about teaching people how to achieve their vision but rather fostering learning for everyone.

Feed back to all parties is very important since it clears would be conflicts as a result of miscommunication. I actually discovered that most of the tension that occurs in private secondary schools is as a result of lacking enough information.
The head teachers therefore suggested that there was need to create a platform for free flow of information for all stake holders in the school. Like I mentioned earlier head teachers don't get updated information from the state and local authorities on time so this creates a wide gap between state owned schools and privately owned schools.

In school B , the head teacher called for the need of increased staff interference into all activities of the of private secondary schools like staff payments, working conditions , charging school fees and other sensitive areas where the school may exploit parents and its workers. In state owned secondary schools this is well addressed because all these policies are debated in parliament before being implemented.

The respondents once again based on the strategies they use to manage and feel it can help to improve the situation. They emphasised what they told me earlier that good leadership was a key factor in rectifying the situation. However their concern was the reluctance of the state to train school leaders and managers. On this note they observed that there was need to open up universities and colleges across the country to train leaders who can adjust to the demands of the local communities.
In school A, the head teacher suggested the need to balance good leadership and spiritual life. He had this to say;
 "As a born again Christian, I do believe that unity is a key factor for any organisation to move on. He stated that united we stand and divided we fall, therefore there is need to be united in Christ since we are in the image of God".

According to him, this can help deal with race, tribal, historical and academic differences which hinder progress in most of the organisation in the world. Ethnicity, class and gender issues are so significant in any organisation if its leaders are to achieve set goals. In the schools I studied in fact I observed that there were a few female teachers and almost top

positions were under the control of men. These compromises on status of the organisation which may make people question the integrity of its founders. I think there is need to copy from Scandinavian countries which do respect the rights of ladies where by a lady can occupy any position in any organisation. This creates impartiality in management.

CHAPTER SIX

6.0   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1   Introduction

This chapter presents the overview of the study, general conclusions and researcher's conclusive observation on the study, implications or consequences of the study, recommendations and further research possibilities. The recommendations given here are mainly based on experiences of researchers who have done relatively similar or related study. I do believe that the recommendations need to be within context so as to give real meaning to the people concerned. World Bank research paper in Sub Saharan Africa on governance, Management and accountability in secondary education has been so resourceful in this area and I do agree with their proposals because certainly if followed can address many challenges. However, I will integrate all these views with my formulated knew knowledge about the subject.

6.2   Overview of the study

The motive of this study was to investigate leadership and management challenges in privately owned secondary schools in Uganda.

The objectives were;

Identifying several challenges of privately owned secondary schools

To find out how the head teacher carries out his management despite the several challenges in private secondary schools.

To gain more insight and knowledge concerning private secondary school management

Establishing relationship between the states and privately owned secondary schools.

The research questions were;

What are the main challenges faced by privately owned secondary school

Why do these challenges exist?

How does the head teacher manages to run the school amidst these challenges

What could be a better way forward for reducing or solving these challenges in privately owned secondary schools?

This research was conducted under a case study strategy and used triangulation approach during data collection. In other words the researcher used multiple data, theoretical and methodological triangulation so as to capture the objective truth on the subject.

6.3   Conclusions

The gist of the study was to find out the main leadership and management challenges faced in private secondary schools of Uganda and investigate how the head teacher manages to handle these challenges. However it was necessary to establish why these challenges do exist and possible way forward to the problem.

To answer the research problems, I used qualitative research approach along side case study strategy since I had limited time in the field. I studied two private secondary schools which are identified as A and B for confidential reasons. Since I used case study approach, findings to my study should be viewed as analytical generalisation but not generalisation to numbers and population. I relied on qualitative interviews, observation and document materials. The theoretical and related literature used was carefully selected so as to ensure that only relevant materials were consulted. After a thorough study, it was discovered that the main leadership and management challenges faced in private secondary schools stem from both internal and external factors. The major challenges highlighted were;

Lack of effective leadership

No accountability in schools

Poor financial management

Lack of proper information flow

Poor administrative structure.

The respondents cited what they see as their practical administrative and leadership challenges considering their different roles they play in these schools. As already revealed in previous chapters, the head teacher is a pedagogical leader, human resource manager and general administrator. The following were their concerns;

They too mentioned communication break down between staff members due to bureaucracy.

As a human resource manager, supervising staff members you have not hired proves to be a tough challenge to them.

Cultural diversities in these schools is another tough challenge to deal with because it compromises on staff unity.

External pressure mainly coming from political influence, biased inspectors of schools and poor coordination by the DEOs is a crucial concern too.

The study was keen to establish why these challenges do exist and the possible causes were as follows;
Goal displacement by parties involved in running of these schools especially the mandators.
Lack of Parents Teacher's Associations in these schools

Poor recruitment policy and limited school inspection by the state

Last but not least, existence of unprofessional directors/ mandators in these schools.

The researcher discovered that these challenges are real and persistent in the schools but still the head teacher pushes on with his activities and the school moves on. The researcher had to establish how the head teacher ensures that the school survives amidst these challenges and dilemmas.
The following were the strategies the head teachers employed to ensure continuity in all school activities;

They motivate staff members in any possible way available

Consultation of superior members in the school before taking any crucial decisions
Establishing a good network with external parties like DEOs, MOES, parents, alumni and legitimate owners of the school

Use appropriate leadership style for example transitional, democratic and sometimes charismatic leadership.

Sensitisation and focusing on achieving organisational goals especially academic challenge.

The better way forward according to the respondents was cited in chapter 5 (section 5.7) and another part is given under recommendations. They emphasised sensitization, introduction of BOGs and SMCs. In addition to these, there was need for flexibility, adaptability, productivity, emphasis on unity and integrating professional ethics in all activities of the school.

6.3.1   Researcher's personal conclusive observation on the study

The observation made was that in case you are appointed as the head teacher, it's upon you to establish a style of leadership that is unique and can help you attain   the set personal and organisational aims. The mandators are not bothered by any approach the head teacher uses as long as it does not have a negative impact on the school. Selection of the head teacher is mainly based on seniority and experience in school leadership and management; however some schools nurture young staff members who are later entrusted with school administration. In school A this was the strategy of the director because he can even pay university fees for the potential future leader he may identify. In case this strategy fails, he looks at teachers who have served in the school for many years and understand the school system.

There are other challenges faced in private secondary schools other than administratively related ones, however all these challenges are intricate and stem from poor leadership and management which prompted me to focus on management and leadership challenges.

In the course of the study it was difficult to establish the extent to which internal and external forces influences school management and leadership hence the need for further detailed investigation. The major friction that exists in these schools is between the state and the mandators as illustrated by general model of educational rationality due to varying interests. The strategies which these head teachers use to manage these schools is dependent on their judgement since the philosophies of these schools differs from one school to another.

Most of the approach these head teachers use to manage these schools is based on their creativity and experience, however sometimes they are on try and error strategy.

Overall it's challenging to manage and head private secondary schools in Uganda compared to state owned ones. There is limited research concerning this subject in Uganda, however I do believe that may be this research project will inspire educationist to engage into this field for the good of private secondary school management. Almost all the set objectives of the study were attained, so am satisfied with the research process.

6.4   Implications / Consequences of the research findings

a) As a result of stress involved in heading private secondary schools, teachers hate becoming head teachers and those who accept the job, do it as a last resort. Most of the teachers prefer just to conduct their lesson classes to avoid stress and hatred by fellow members of staff. The teacher's main concern is lacking job security because most of the head teachers are appointed verbally by the directors. Teachers prefer to teach in many schools so as to earn enough money which can support their families.

This has led to the emergency of part time staff which was not common in secondary schools. These part time teachers are described as mercenaries because their focus is just to earn money rather that giving more attention to students. The head teachers also end up becoming part timers in other schools as an alternative source of income in case his bosses dismiss him without terminal benefits.

The directors have also resorted to recruiting their family members, friends and alumni students because they believe that they can manage the school as their own property. To certain extent it has worked for them especially when these members are professionals.
Some head teachers after enduring the challenges of managing private schools, they resign and open their own schools.

b) The legitimate owners of these schools now do not rely on one person to head the school. Directors now hire like two personalities to be in charge of the school and they put them on the same rank. Sometimes this leads to conflicts because the job descriptions are not clear.
Another alternative directors are using is to rely on their wives and masters on duty to monitor the school. In this case the master on duty becomes the head teacher and he / she does everything the head teacher would do. This helps owners of these schools to save a lot of money which would be spent on labour. This results into low grades because skilled people are not hired to run the school. In private schools you hardly find examiners , most of

the examiners are hired by state owned schools because they give better salaries and terminal benefits unlike private ones. This has resulted into high influx of quality students in state owned schools and poor academic performers into private ones.

c) Due to this confusion in private schools coupled with poor management, strikes are very common now in schools. The causes of strikes in private secondary schools are intricate and interrelated. For example when teachers are not paid their salaries, they may abandon classes So that means that students who completed school fees are at a loss hence making the strike inevitable. The legitimate owners of these schools always try to press the budget so much and do not buy enough food to the high population in these schools; if they do it's always of bad quality hence causing strikes. Many students have died in schools due to fire out break may be due to accidents but in most cases you find that administrators were not in school to monitor the students. I don't want to believe that these staff members are not responsible but too much work stresses them and feel they cannot go beyond a certain limit.

d) The state now treats private secondary schools as a source of revenue. For one to open up a private school you need to be licensed by the state and of course you have to pay for it along side an annual fee to the state. The state is so liberal now in that almost any person or organisation can open up a school as long as you have the capacity to do it. This has culminated into the emergency of many substandard secondary schools without qualified staff, stiff competition between private schools like influencing some teachers to abandon rival schools. The schools are so commercialised now in that the state has shifted its focus of inspection, planning, ensuring quality education and academic achievement of students to generating income.

e) The state is so reluctant to open up her schools to assist the general public and instead they are relying on private schools to help them handle the escalating numbers of students joining secondary schools. On a positive note however, the state collaborates with some private schools to handle her students. For example there is a programme of Universal Secondary education which has been incorporated into private schools as well. The state monitors these schools and provides facilities in these schools. This implies that these schools will not charge high school fees from poor parents; these schools can hire experienced teachers and administrators.

f) Hatred of teaching profession by the students and people in other sectors. Students witness many challenges in these schools and watch teachers and head teachers suffering, so in the end no one wants to enrol in education sector. Most of the students who enrol on teaching courses do it as a last resort and plan for possible alternative source of income for the future because they know that teaching jobs are not highly paying like other courses. The teachers in the field also change to other courses after some time. This is a serious trend and with the increasing population we need more teachers to handle the big numbers in schools.

Throughout my teaching career I have made surveys from the students I teach but most of them hate teaching or being head teachers in private schools.

6.5   Recommendations

The matrix of the central governance, management and accountability in relation to issues facing private secondary schools may be resolved or addressed if the following recommendations are considered. These recommendations are classified into the following categories which are interdependent and complimentary. Structure of the education system, roles and responsibilities of education, local steering mechanisms for secondary schools, head teacher school leadership, the management and use of information, upward accountability within the education system, down ward accountability to students, out ward accountability to parents and the community.

Structure of the secondary education system at the national level addresses governance and recommends that the duration, objectives, access and transition mechanisms for all levels and type of private secondary education must be established by legislation and clear regulatory frame work. The education must respond to contemporary needs and realities. For example to day the international trend demands for practical skills at work accompanied by used of modern technology.

In terms of management, the ministry of education and sports needs clear line of authority and decision making between various levels, divisions, and structures involved in managing private secondary schools. The ministry also must ensure effective governance and management of these schools through passing on information to the public, government and private schools for effective decision making. To some extent like we saw in chapter 1 under the background chapter, the structure is established in the ministry of education and sports but may be they need to be more vigilant.

Effectiveness of local steering mechanisms, the legislations concerning school governance bodies must clearly delineate authority, roles and responsibilities to a void overlaps, gaps, or conflicts among them. Sufficient resources and training where needed must be allocated. Boards including Parents Teachers Association (PTA), Board of Governors (BOGs) must be established and managed according to established procedures. Reports on activities must be made and transmitted to designated authorities on a regular basis.

For head teacher school leadership, leadership training should be integrated into teacher training in timely manner and well stated expectations known by all the participants. This has been done in South Africa and it has proved to be a success as per World Bank report. (World Bank Paper, 2008:53-61). Other necessary form of training should be professional development .This according to Snowden and Gorton a way towards developing good leaders. This can be done through seminars, short leadership courses especially with the help of long serving head teachers. This was stressed by one of the respondents in school A which he even uses as a strategy of managing his staff members.

The school leaders should be selected on the basis of proven competence. They must have clear roles, responsibilities, and lines of reporting to all governance bodies and education offices. Their performance should be regularly monitored against established indicators and results communicated to education offices and public. They need to be accountable for the quality of education they provide and all private schools should be encouraged to participate in national student assessment and publish results of national examination.

In terms of accountability, there is need for upward, down word and out ward accountability within the education system. There must be established educational norms and standards, assessment of students learning to determine compliance. The necessary structures and mechanisms must be created to carry them out. The Ministry of Education and sports must establish system-wide processes and to design, administer and analyse assessments and their results. They must report regularly on education results to government and be held accountable for them. For down ward accountability, there is need to establish transparent national assessment to inform the state about the quality of their education system. Staff members at every level must be trained to implement assessment and education results must be made available to students on regular basis. For outward accountability, the MOES

should have clear frame works for reporting education data internally and to the public. Clearly designated channels must be established for public voice and state response.

Private secondary school leaders must inform the community about their activities on a regular basis. Reliable and transparent education data, including financial data, must be accessible to the public.

There is need to put emphasis on Information Computer Technology (ICT). MOES and the government in general need to examine the legislation and regulatory frame work around ICT. Immediate plan is necessary for managing integration of ICT into education for management and learning. This area is so critical because for proper management record keeping is vital and enables you to keep track of events. The schools I studied, its in school A where the head teacher had access to the computer, the rest of the staff members had no chance to access these facilities. In school B, they completely had no chance at all. Generally access to latest information is impossible because internet facilities are not available in these schools so it will be of great help if the state intervenes and provides such services. ICT will strengthen all the forms accountabilities to parties concerned.

There is need for good balance between centralisation and decentralisation in school management administrative structure. Bush observes that highly centralised systems tend to be bureaucratic and allows little discretion to schools and local communities, on the other hand decentralised systems devolve significant powers to subordinate levels. (Bush, 2003:11). Decentralisation in education means a shift in the authority distribution away from the central "top" agency in the hierarchy of authority. One of the emotional parts I encountered during my data collection concerned the head teacher's expression of how they were stressed due to too much work on their desk. This is brought about by the directors wanting to save money on labour hence living the head teacher with a lot of activities to do. Delegating will enable them relax and have a chance to administer reasonably. The directors and legitimate owners of these schools need to share certain level of power with the administrators for effective school management of the school. State owned schools have a high degree of decentralisation and the head teacher has time to do his personal businesses.

Improvement of school inspection. The MOES through its inspectorate department should be more vigilant in monitoring private schools. School inspection is limited by lack of human resource to carry out the exercise national wide however this does not mean that the

state pulls out completely. The inspectorate department has set standards for private and state owned schools which must be followed by these schools; however failure to examine whether these schools implement these standards renders the all process useless. School inspection will make administrators and mandators more responsible and accountable.

The head teachers as the main actors in statement problem can try to make things better much as school management and leadership are so intricate. They should try to equip themselves with essential skills and qualities. They should learn on how to face their problems but not shift the blame to outside partners only. Externalising the problem immobilises people .In other wards, the heads should see the need to change the system but themselves as means to better change. They should learn to practice fearlessness, taking risks but take care to be cautious. (Kashemeire, 2003:109). Autonomy can help the head masters in their professional growth as observed by mills who says;

" *He who chooses his own plan for himself employs all his faculties.*
He must use observation to see, reasoning and judgement to foresee,
activity to gather   materials for decision, firmness and self control to
hold to his deliberate decision .These qualities he requires and exercises
exactly in proportion as the part of his conduct, which he determines
according to judgement, and feeling is large one"

(Strikes, 1998:12).

There fore if the head teacher sees themselves as the starting points of change for the better, their situation could improve as Day observed; "The success of those above and below the head depends on the person of the head". (Day, 2000).

6.6   Areas for further Research

This study was carried out in two private secondary schools from central part of Uganda in Mukono district. The research findings are generalisable analytically where by the results gives insights to what could happen in other private secondary schools or some state owned ones. Further research could be done in other schools as well from different districts of the country and a comparative study carried out to analyse the differences and similarities between them. I think it can be of great help if secondary school management in state owned schools is studied as well for proper comparison and forging a way forward for all schools in the entire country.

In this study it was discovered that both internal and external forces influence school management, however the degree of influence was not established. In this regard it would be good if one established the extent to which internal or external forces influences school management and leadership.

It will be resourceful if critical study is carried out to find out whether administrative and leadership challenges have psychological implications on the head teacher and his entire administration in the long run. If it's established that there is some degree of psychological torture then why do these head teachers and administrators persist to work in these schools and don't opt for resignation even when they have other options.

REFERENCES

American Psychological Association (2010). *Public manual of American Psychological Association* (6 th ed.). Washington, DC.

Bell Less. (2007). *Perspectives on Educational Management and Leadership*. London: Continuum International publishing Group.

Bizar,M., Barr,R., and Lortie,C. (2001). *School Leadership in times of Urban Reform*. Lawrence Erlbaum Associates.

Briggs,A. and Coleman, M. (2007). *Research Methods in Educational Leadership and Management* (2nd ed.) .Sage Publications.

Bush, T. (2003). *Theories of Educational leadership and Management* (3 rd ed.). Great Britain: Sage Publications.

Bryman, A. (2004). *Social Research methods*. (2 nd ed.) .New York: oxford University press.

Bwire, I. (2005). *School Management and teacher effectiveness in secondary schools in Uganda* .Uganda Christian University, Mukono.

Campbell, E. (1993). *Strategic leadership or suspended morality: How Principals cope with ethical conflicts in schools*. Paper presentation Carleton University of Ottawa.

Creswell, W. J. (2003). *Research Design, Qualitative, Quantitative and Mixed methods approaches*. (2 nd ed.).USA: Sage publication.

Daun .H., Odowd ,M. and Zhao, S. (1995). *The role of Education in Development from Personal to International Arenas, Institute of International Education*. Stockholm University.

Day, "et.al". (2000). *Leading schools in times of change* .Buckingham Open University press.

Dimmock, C. (1993*). School-based Management and School Effectiveness*. Great Britain: Mackays Chatham.

Dunklee, R. and Bracey, G. (2000). *If you want to lead, not just manage: A Primer for Principals*.USA: Sage Publications.

English, W ."et.al". (2005). *The sage Hand book Of Educational Leadership advances in Theory, Research, and Practice*, Sage Publications.

English, W. (2008). *The Art of Educational Leadership, Balancing Performance and Accountability*. Sage publications.

English, W. (2006). *Encyclopedia of educational Leadership and Administration*, vol2, Sage publications.

Eugene, E. J. (1967). *The mobile manager, a study of the new generation of top executive* .USA: Bureau of Industrial relations.

Everard ,K.B. and Morris ,G . (1996). *Effective school management* .London: Paul Chapman publishing company Ltd.

Fay, B. (1996). *Contemporary Philosophy of Social Science*. Blackwell Publishing Co.

Fidler,B. and Atton, T. (2004). *The Headship Game, the Challenges of Contemporary school leadership*, Tj International Ltd.

Fullan, M. (1998). *What's worthy fighting for in Headship*? Buckingham Open University press.

Grace, G. (1995). *School Leadership, beyond educational management*. London: The Falmer press.

Hallinger and Murphy. (1985). *In Bush, T. (2003): Theories of Educational leadership and Management*. (3 rd ed.).Great Britain: Sage Publications.

Hollis, M. (1994). *The Philosophy of social Science, an Introduction* .Great Britain: University press, Cambridge.

Hoyle, E. and Mahon. (1986): *The management of schools* .*World year book of education* .Nicholas publishing company.

Hoyle, R. Harris, M. and Judd, C. (2002）. *Research Methods in social Relations*. (7th ed.).USA: Wadsworth.

Jacobson "et.al,". (1996). *School administration, persistent dilemmas in preparation and practice* .West port praeger publishers.

Judd, Smith and Kidder (1991). *Research methods in social relations* .New York: Harcourt brace Jovanovic.

Kashemeire, G. (2003). *Headship in secondary schools founded by church of Uganda* .NLA, Bergen Norway.

Kvale, S. (1996). *An Introduction to Qualitative Interviewing*. Sage publications.

Marshall and Rossman (1999). *Designing Qualitative Research*, (3rd ed.).London: Sage publications .

Mafabi,W. and Higirwa (1993). *Educational Management and administration*. Makerere University .Kampala

Mainja, G .S (2006). *Leadership styles and effective management of secondary schools in Uganda* .Kampala.

Mbaaga, F.M. (2000). *Introduction to social research* .Makerere University .Kampala.

Merriam, S.B. (1988). *Case study research in education, a qualitative approach*. SanFrancisco: Jossey-Bass publishers

Ministry of Education (1996, No 13).*Statutory Instruments supplement* .Uganda

Ministry of Education and Sports (2008): *Inspectorate report, basic requirements and minimum standard indicators for secondary schools*. MOES, Kampala.

Mohrman ,A.,Wohlstetter ,P. and Odden, A.(no date). *School based Management*, Jossey-Bass Inc. Publishers.

Mugabirwe, O. (2005). *The involvement of secondary school teachers in HIV /AIDS education* :A study conducted in Rukungiri district .University of Oslo.

Mulkeen (2005) .In World Bank Working paper, (2008): *Governance, Management, and accountability in secondary Education in Sub-Saharan Africa*, USA.

Murgatroyd, S. and Morgan, C. (1993).*Total Quality Management and the school*, Biddles Ltd.

Murphy, J. and Louis,K .(1999).*Hand book of research on educational administration* (2nd ed.).USA: Jossey-Bass inc.

Musaazi, J.C. (1982). *The theory and practice of educational administration* .Hong Kong: Macmillan

Namara, P. (1999). *The Principal as change -Agent for school climate and Pupil Achievement*, Department of Education Stockholm University.

Noddings, N. (2007*). Philosophy of Education* (2 nd ed.).USA: westview press.

121

Othieno, K.J. (1996).*The challenges of supervision in curriculum implementation*, Makerere University .Kampala.

Owen, R. (1998). *Organisational Behaviour in Education*（6th ed.）. Prentice –Hall Inc.

Patton (1990). *Qualitative Evaluation and Research methods* .Newbury Park.

Peshkin, A. "et.al" (1990).*Qualitative Inquiry in Education, the continuing debate* .Columbia University: Teachers College Press.

Rebore, W. et.al (2007): *An Evidence-Based Approach to the practice of Educational Leadership*.USA: Pearson Education.

Reynolds .D. "et.al" (1996) .*Making good schools, Linking school effectiveness and school improvement* .Tj Press Ltd.

Robson (1999). In Mugabirwe, O. (2005): *The involvement of secondary school teachers in HIV /AIDS education* .A study conducted in Rukungiri district .University of Oslo

Rubin, J. H. and Run, I. S. (1995): *Qualitative interviewing* .The art of hearing data.USA: Sage publications.

Sallis,E. (1996) :*Total Quality Management In Education*London:Kogan page limited .

Senge, P. (1999). *The Dance of change: the challenges of sustaining momentum in learning organisations*, New York.

Shapiro,P. and Stefkovich ,J .(2005*). Ethical leadership and decision making in education* (2 nd ed.) Lawrence Erlbaum Associates Publishers.

Sergiovanni, J. (2007). *Rethinking Leadership* (2nd ed.), Sage Publications co

Snowden, P .E and Gorton (2002). *School Leadership and Administration, Important concepts case studies and simulations*. New York: MC Graz Hill companies.

Sola, P .A. (1984): *Ethics, Education and Administrative decisions* .A book of Readings: NewYork.Peter Lang publishing company.

Ssekamwa, J.C. (2001): *History and Development of Education in Uganda*. Kampala: Fountain Publishers.

Ssekamwa, J.C. (1997). *History and Development of Education in Uganda* .Makerere University .Kampala.

Strike, A. Haller,J. and Soltis, J. (2005). *The ethics of school administration*. Columbia University. Teachers College Press.

Strike, Haller .J .and Solitis, J. (1998): *The ethics of school administration* .New York: Teachers college press.

Tjeldvoll in Daun, H. O. and Zhao, S. (1995): *The role of Education in Development from Personal to International Arenas*. Institute of International Education, Stockholm University.

Tomlinson,H.(2004): *Educational Leadership, Personal growth for Professional Development*. Sage Publications.

Uganda Government White paper (1992) April: *Education for National Integration and Development*. Kampala.

World Bank Working paper (2008): *Governance, Management, and accountability in secondary Education in Sub-Saharan Africa*, USA.

Yin, K .R. (2003).*Case study Research Design and Methods* (3 rd ed.).USA: Sage Publications.

Yin, K .R. (1994). *Case study Research Design and methods* (2 nd ed.).USA: Sage Publications.

WEBSITE:

http://www.infed.org/thinkers/senge.htm(16th /06/2008)

APPENDICES

1   List of figures

Figure 1= Diagrammatic representation of Tjeldvoll`s general model of educational rationality .

Figure 2 =Table showing comparative characteristics of state and private owned secondary schools.

2   Terms and abbreviations used

This part contains terms and abbreviations which are used in this report and may be new to a reader who is not used to Ugandan context. It's necessary to define them so as to help the reader understand whatever is reported in this work.

B.O.U: Board of Governors

This is the top governing body of post –primary institutions on behalf of the state.

SMC: School Management Committees.

DEO: District Education Officer

PTA: Parents -Teacher Association .This association constitute both the teachers and the parents where by teachers teach the children while the parents provide financial assistance to motivate teachers for the smooth running of the school.

MOES: Ministry of Education and Sports. This is the highest state education department in Uganda.

OSA: Old Students Association .This is the alumni body of students who have ever attended in same given institution.

DES: Directorate of Education Standards .This is the body in charge of school inspection in Uganda.

BOD: Board of Directors

LC: Local Council.

SSA: Sub Saharan Africa. These are countries which are south of the Sahara, Uganda inclusive

NCDC: National Curriculum Development Center.Its in charge of planning all contents of teaching and learning activities in Uganda.

"O" and "A": O stands for ordinary level which is from senior one to four and A, advanced level which is from senior four to six.

UACE: Uganda Advanced Certificate of Education. This is the academic certificate acquired after successful completion of S.6/ "A".

UCE: Uganda Certificate of education. This is the academic certificate you get after successful completion of s.4 / **"O"** level.

PLE: Primary Leaving Examinations, these are done after seven year of primary studies. Successful candidates join secondary schools.

UNEB: Uganda National Examinations Board .This is the examining body in Uganda.
Education Act: Is a public law passed by the government / parliament in order to regulate education activities.

Headmaster: In this work head teacher**,** principal and headmaster are synonymous and they refer to any person who heads an institution.

TSC: Teaching Service Commission. It's the body in charge of recruitment and giving guidelines to all teachers in Uganda.

ESC: Education Service Commission: This body also oversees teacher's activities in the country.

ESA: Education Standard Agency .This body also assist in monitoring teachers in schools and ensuring that schools give quality education.

Common wealth countries: These are countries which were once under Britain in the era of colonialism and even today as neo-colonialism.

ICT: Information Computer Technology

3 Interview guide

Dear informants, I humbly request you to respond openly to the following questions and your responses will be treated in a confidential manner. You also have a right to decide what I should record and include in the final report.

JUSTIFICATION FOR MY INFORMANTS:

The principals /Headmasters who will respond to the questions have the experience in managing and administering private institutions in Uganda.

ORGANISATION OF THE GUIDE

The interview guide is divided into four parts so as to have coherency and consistency on every issue we discuss.

Part one concerns historical background of these schools and a personal question to headmaster to set him in the right moods for the session. Two focuses on the internal challenges/ dilemmas, specifically the role of headmaster as a pedagogical leader, an administrator and human resource manager or staff manager respectively. In part three the

external challenges/dilemmas are presented, and finally in part four tests the other vital issues which are applicable to the topic.

PART 1

Dear headmaster;

Explain the historical background of this school.

Describe for me your happiest moment in your life both as an administrator and may be social life.

PART 2

Describe and explain to me the curriculum in this school

What challenges do you face in implementing the curriculum and how have you managed to handle these dilemmas/challenges?

Describe for me the administrative structure of this school and what challenges do you face with such an arrangement?

How are financial matters handled in this school and what are the sources of finances to run the school?

How do you balance individual goals along side organisational /school goals?

Describe for me how your day runs as the head teacher of this school.

How are staff members recruited in this school?

How do you manage to keep up management and leadership skills amongst the staff?

With illustrations, explain to me why disputes arise amongst the staff and how do you resolve these conflicts?

Explain for me how you motivate your staff members in this school.

PART 3

How do you relate with the legitimate owners of this school and are there any challenges you face while dealing with them.

Explain to me how you handle such challenges in case there is any.

How do you relate with the parents of the pupils in this school?

Explain to me how this school relates with the state and the local authorities.

Are there any challenges imposed by these parties and how do you handle them?

PART 4

What is your overall view of being a school leader/manager?

Describe and explain to me any other vital issues related to school management.