

**THE INFLUENCE OF DELEGATION AND
ACCOUNTABILITY IN THE MANAGEMENT OF PUBLIC
PRIMARY SCHOOLS:
CASE STUDY OF PUBLIC PRIMARY SCHOOLS IN
NYABUBARE SUB-COUNTY – BUSHENYI DISTRICT.**

**BY NTARAKI ANATOLI
BPA/0275/11/DU**

**Supervised By:
DR. SWAIB, ph.d**

**DISSERTATION SUBMITTED AS A PARTIAL REQUIREMENT FOR
THE AWARD OF BACHELOR OF PUBLIC ADMINISTRATION OF
KAMPALA INTERNATIONAL UNIVERSITY.**

NOVEMBER 2004

MOTO

Suffering is not the end of life

AND

God is the medicine to everything

DEDICATION

This dissertation is dedicated to my father Mr. Pio Rutebemberwa, my mother Mrs. Costansia Kamasaaza, and my brother Mr. Posiano Kahakaira. I thank them a lot for the support and courage they have given me.

ACKNOWLEDGEMENT

This work would be incomplete without the contributions by my supervisor, Dr. Swaib Ph.d for his skills displayed to produce it; Mr. Posiano Kahakaira for his encouragement and financial support provided to me, my father Mr. Pio Rutebemberwa, my mother Costancia Kamasaza and my brother. I thank them a lot for all the support they have given me.

The researcher wishes to thank the head teachers, teachers and parents of Nyakatuutu primary school, Kahungye primary school, Rusakashoma primary school, Rugaga primary school, Ruharo primary school, Rurama primary school who provided me with information in the study.

SIGNATURE:  - 2/11/2004

DR. BAMWEKIZE SWAIB. Ph.d

KAMPALA INTERNATIONAL UNIVERSITY

NOVEMBER 2004

ABSTRACT

A number of factors have always frustrated the efforts of the researcher to deliver services in attempt to investigate into the influence of delegation and accountability in the management of selected primary schools in Nyabubare sub-county. The research was carried out in Government schools. Government primary schools in Uganda are not yielding fruits to the expectations of the people and instead people are becoming poorer. It was observed that the inadequacy of the services in Bushenyi District and Nyabubare sub county in particular is basically because of the limited finances possessed both by the Government and other voluntary organizations. After gathering data, the researcher also analyzed it, presented it and discussed the findings. These findings are of great use to whoever is interested in the development of public primary schools in Nyabubare Sub County like the Government, Donor agencies and voluntary organizations.

Thus the researcher concluded that head teachers and teachers should use the tools of delegation and accountability as effective measures for proper management and administration by schools.

He therefore recommended that it is imperative that all head teachers work hand in hand with teachers, parent teachers associations and Boards of Governors and other relevant committees that can effectively manage primary schools.

Various recommendations and conclusions were made from this study as indicated in the last chapter of the booklet.

TABLE OF CONTENTS

	PAGE
TOPIC	i
MOTO	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vii

CHAPTER ONE

Introduction

1. Background to the Problem	1
1.1 Location of the study.....	4
1.2 Purpose of the Study	5
1.3 Objectives of the Study	5
1.4 Hypothesis	5
1.5 Significance of the Study	6
1.6 Methodology	7
1.6.1 Research Design	
1.6.2 Selection of Respondents	8
1.6.3 Research Type	9
1.6.4 Data Collection Techniques	10
1.6.5 Data Analysis.....	10
1.6.6 Limitation of the Study	10

CHAPTER TWO

Literature Review

2.1	Introduction	12
2.2	Research Questions	16
2.3	The Meaning of Delegation	17
2.4	The Meaning of Accountability	17
2.5	The Roles of Delegation	18
2.6	The Roles of Accountability	19
2.7	Constraints of Delegation	19
2.8	Constraints of Accountability	19

CHAPTER THREE

Data Analysis and Presentation

3.1	Introduction	20
3.2	Research Question i	20
3.3	Research Question ii	26
3.4	Research Question iii	28
3.5	Findings and Conclusions	32
3.6	The Unstructured Interview Model	32
3.7	Administrative Structure of the Schools	33
3.8	Regularity of Members' to the Meeting	34
	Table 2A	34
	Table 3A	35
	Table 4A	35
	Table 5A	36
	Table 6A	36

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

4.1.	Introduction	38
4.2.	Research Question 1.....	38
4.3.	Research Question II.....	38
4.4.	Research Question III.....	39
4.5.	Summary	40
4.6.	Conclusions	40
4.7.	Recommendations.....	40
	References.....	42
4.8	Abbreviations	43
	Appendices	44
	Appendices B	46
	Appendices C	48
	Respondent Rates.....	50
	Teachers Respondents.....	51

REFERENCES

4.2	References	41
-----	------------------	----

APPENDICES

5.0	Appendix	A Head Teachers Questionnaire	42
		B Teachers Questionnaire	44
		C PTA Questionnaire	46
5.1	Respondents Rates		
		D Head Teacher Respondents	48
		E Teachers Respondents	49

CHAPTER ONE

INTRODUCTION.

1. Background of the Study.

According to (UNESCO Education sector) (1994) pg 3, not much has been looked at concerning management of schools in developing countries. While head teachers, parents and teachers' associations, boards of governors are associated with increased pupils achievement, little has been done as regards delegations and accountability as effective measures for proper management of primary schools.

The Srilankan research as well as research in Thailand and Burundi (prouty etal : 1993) suggests that the head teacher together with teachers' associations play a crucial role in determining the character and success of the school management and the greater welfare of the pupils'.

Primary education in Uganda forms a relatively small sector of the total education provision. The 1991 census report put the figure of Ugandan population at 16.5 million "statistical abstract 1989 – 1992 primary schools" reflect 817 primary schools of which 515 were government aided and 307 private but today in the 21st century, it is noted that population has drastically increased. Like wise many primary schools both government and private, mushroomed everywhere in the country, indicating an increased number of boarding primary schools.

The management of primary schools is basically in the hands of head teachers and teachers who liaise with the Boards of Governors, parents and teachers associations. Boards of Governors were legally established in 1962 and are the supreme bodies responsible for assisting the head teachers to run the schools in accordance with government policies.

The Boards of Governors regulations were up dated in 1991. The parents and teachers associations are voluntary organizations, which are recognized by the ministry of education. Parents Teachers Associations play a major role in facilitating construction and development of schools.

Whereas PTA's can levy extra school fees above government Boards of Governors have no fund raising powers. Boards of Governors have powers to probe into the professional conduct of parents teachers association and can approve parents teachers association recommendations concerning finance, discipline and development projects.

It is evident that there is minimal government control over the day to day running of schools. Between 1962 and 1970, there were systematic efforts for educational development plan, which was interrupted by the coup in January 1971. Political turmoil resulted in a civil war with enormous loss of life and huge numbers of people were displaced from their farms and homes. There was economic mismanagement, which resulted into professional teachers and skilled staff leaving the country.

It is against this background that the head teachers, teachers, boards of governors and PTA's should perform their roles of management of schools with basic elements of delegation and accountability. The Uganda Government realized the fact that education is a national and that is a task of government to ensure the attainment of national education goals. While taking into account the government introduced UPE (Universal Primary Education) in order to alleviate the problems of illiteracy in the country for the government aided and up to date the program is still implemented to all regions of Uganda; realizing the need to examine its present educational situation, problems and difficulties in those funded primary schools have been realized that the

poor accountability, the money given to those primary schools have been affected by head teachers especially in the government aided primary schools.

One needs to critically look at the management of schools with regards to delegation and accountability of duties, head teachers, teachers, boards of governors, parent and teachers association are key players, what they delegate are accountable for their schools, is of prime concern for effective and efficient management of schools. The commission also recommended that the head teacher should continue to be the academic head of the school and should function within the overall frame work of the board of governors and that the administrative role of the teacher should be recognized.

The commission further recommended that the schedule of the duties of the head teacher should be specified reflecting the new policies and changes in the administration of the school and that this responsibility should increase as they go up the promotional ladder.

The head teacher and support for African Programs aims at helping ministries of education, identifying laws for management and leadership of school needs, devise appropriate training materials, produce appropriate training materials, produce and distribute them.

In Uganda it is government policy to substantially increase access as well as improve quality of education service at all levels for effective and efficient management capacity a key factor in this endeavour. Uganda reform program of primary education is already in progress.

Training opportunities in education management have been limited at the university and some lead factors in primary schools under taken management training

at their institute and other institutions do not enhance them to attain the skills required which are essential for head teachers.

The Gonahasa report on the review of school fees structure 1999 pg 48 stated that proper management is crucial in the running of any institution.

The report also noted that the general poor performance of the majority of the schools in examinations is clear testimony that school managerial capacity is still lacking.

Therefore, educational administrators every where and head teachers in Nyabubare sub county primary schools inclusive should have the opportunity to develop their potential in management of their schools to the maximum effective and to be able to do this they must first of all, have a proper understanding of delegation and accountability of their duties so as to develop their schools.

1.1 Location of the Study

In Nyabubare Sub County, Bushenyi district, head teachers and teachers of primary schools find problems in delegation and accountabilities of their duties to their subordinates / fellows.

In this context therefore, the researcher is aware that there would be a number of forces contributing to the observed state of affairs but in the field, however this particular sub county is merely a representative of areas in Uganda where delegation and accountability have played a big role in the management of primary schools in Nyabubare sub county.

In Nyabubare Sub County as in other places of the country the services given to the primary school especially government aided are the same.

1.2 The Purpose of the Study

The purpose of the study was to find out whether poor management of primary schools is caused by, lack of delegation and proper accountability in management of primary schools of Nyabubare Sub County in Bushenyi district.

1.3 Objectives of the Study.

The major objective of the study was to assess the role of delegation and accountability in the management of primary schools in Nyabubare sub county

- i. To find out the misuse of resources in primary schools.
- ii. Whether there is poor management of the schools.
- iii. To find out whether there is inefficiency of teachers in class.
- iv. To find the betterment of the pupils in primary schools.

1.4 Hypotheses.

The hypotheses below were formulated taking into consideration the objectives of the study. They helped the researcher in designing the self administered questionnaires which were used to tap information from the respondents

The hypotheses formulated are:

- a) Delegation and accountability are effective measures for proper management of primary schools.
- b) Primary education in Uganda forms a relatively small sector of total education provision.

1.5 Significance of the Study

This particular research study is significant in the following:

Head teachers are teachers in their educational institutions. They play a vital role in planning, organizing, directing and controlling all programmes in these selected primary schools.

Head teachers as front managers are very central and vital in any educational reforms that may wish to make management being okay area in the entire set up of the educational system, one needs to analyze the influence of delegation and accountability in the management of educational institutions.

The study will provide a reflection on the complex multi dimensional nature of leadership within Nyabubare sub county primary schools. This study will throw light on what delegation and accountability as management tools in leadership.

The information obtained will be very useful for the on going educational reform. Leadership is a process of influencing the activities of an individual or group in efforts towards goal achievement in a given situation. The most important assets are human resource and management of these resources, which is one of the head teachers' crucial tasks in the areas of delegation and accountability.

There has been a significant decline in the quality of education as measured by internal efficiency, teacher qualifications, student performance in examinations and material output. Determination in administrative control and support services, increasing cases of misappropriation of funds, observation and indiscipline, have been common in the past couple of years.

TABLE 1
SCHOOLS SELECTED IN NYABUBARE SUB – COUNTY.

KEY	SCHOOLS	GOVERNMENT	BOARDING / DAY
A	Nyakatuntu primary school	Government	Day
B	Kahungye primary school	Government	Day
C	Rugaga primary school	Government	Day
D	Rwakashoma primary school	Government	Day
E	Kyanyakatura primary school	Government	Day
F	Ruharo primary school	Government	Day
G	Rurama primary school	Government	Day

Source: From the primary data collected by the researcher.

Seven primary schools in the sub county were randomly selected to avoid bias in those schools, boarding and day schools as in table I above shows.

1.6.2 Selection of Respondents

Six (6) respondents from each primary school were used in this research. In every school the researcher was given the staff members of the school administration who were teachers, head teachers and parents teachers association. This is because all these are part and parcel of the administration of these schools and could even express the ideas clearly to them.

The above figure six (6) comprises of two (2) teachers. 1 (one) head teacher and three (3) members of parents teachers association per school. In the whole exercise the researcher used a total of forty nine (49) respondents in all the seven schools.

1.6.3 Research Type

The researcher in this study adopted questionnaires and interviews and at times observations to enable him collect the necessary data from many respondents within a short time.

In the first place, the researcher used questionnaires because they would facilitate the standardization of observation from respondents. The researcher also conducted interviews with experienced teachers in positions of responsibility such as director of studies, deputy head teachers, heads of departments and PTA members. On this note therefore, the researcher was convinced that as groups on the school setting, they have a big role to play in the management of schools. This is because teachers and head teachers by virtue of their administrative capacities could easily give a general picture about delegation and accountability and how the two instruments influence the management of their schools.

Unstructured interviews were used to supplement and tap information where questionnaires could not work properly. Observations were also necessary in all aspects to judge the respondents views so as not to take them for granted.

1.6.4 Data collection techniques

After identifying the sample, the researcher explained the purpose and objectives of the study and questionnaires were issued to them. Only two teachers per school were used and the researcher targeted at experienced and long serving teachers. The teachers' questionnaire was administered in the staff room and the head teacher's questionnaire in his office and members of parents teachers association were visited in their homes by the researcher.

Interviews with head teachers, teachers and members of PTA were also organized. The head teachers called teachers to be interviewed as group by a group. The last of all to be interviewed was the head teacher in his office and outside the school; members of PTA were also interviewed.

1.6.5 Data Analysis

The data gathered from questionnaires and interviews was interpreted using descriptive statistics and percentages were used to arrive at the conclusion.

1.6.6 Limitation of the study

The researcher faced the following problems in the course of research study:

- ➔ The researcher was limited by time that was allocated to complete this research. Some questionnaires could delay in return due to unavoidable circumstances. Note the researcher became sick during the course of the study.
- ➔ Some respondents in some areas were expecting money in turn for the information given and others were suspicious of the researcher's intentions which contributed to hiding and dodging the exercise.
- ➔ There was a tendency of some head teachers to give false information about their schools fearing to say that there is lack of proper accountability and delegation of duties in their schools and this affected the validity of the findings.
- ➔ Distance factor: the researcher faced the problem of traveling from one school to another and from one respondent to another and from especially when tracing members of PTA. In this note to the researcher-tracing individuals for interviewing was tiresome and laborious. After all, some respondents did not

show must interests in the study since they did not see addition, schools selected were far apart and touring to all of them was not easy.

⇒ In some schools, the academic level of the researcher's respondents was not honored since some head teachers instead of adhering to the researchers' proposal of experienced teachers, ended up giving some questionnaires to new and inexperienced teachers and this affected the quality of the research.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION.

It has been noted already that delegation and accountability are necessary instruments in bringing about effective and efficient management of primary schools in Uganda, which means educationists have contributed much on this issue. It is these contributions that the researcher wishes to quote and examine to see how they fit in the management of schools today.

“According to Musaazi” (1982), delegation is the process of dividing up your total work and giving part of it to your subordinates, giving part of it to your subordinates, giving the subordinate the necessary authority to carry out work and setting up a control mechanism to ensure that work is being done according to predetermined standards thus leading to effective and efficient management.

Mbiti (1974), hypothesized that delegation is the process where by a leader is of an organization: thus it means assigning work to others and giving them the authority to do it. Delegation of authority is vital in that the leader of an organization cannot do everything alone. He needs people who can carry out the various types of organizational management on his behalf. It means that those to whom a particular duty is delegated execute that duty on behalf of the leader and that the ultimate responsibility or accountability lies with the leader.

Again, Mbiti argues that the concept of delegating does not mean surrender of power or control but that the one performing the particular duty does it on behalf of and with authority from the head master. If anything goes wrong, the final responsibility is

given to the right person. In this respect, the head teacher must delegate duties according to each individual's degree of integrity, interest and ability.

Onyango and Egau (1997) noted that, the principle of delegation requires a supervisor to transfer some of the duties to subordinate. One must have the ability and skills to perform. Delegation gives room to the supervisor to accept more responsibility for one common mistake, which is for a supervisor to delegate a responsibility for doing a task, without delegating the authority necessary to get the task done.

Nduhikire and Oryem (1997), defined delegation as the process in which a leader divides up his total work in his or her organization, giving part of it to his subordinates. Here the leader not only assigns work to those under him but he also gives them authority to do it.

Farrant (1974) describes delegation as the process by which a person such as the head teacher entrusts authority to some one of lesser status. In its strictest form, the person who receives such delegated authority will act on behalf on the one from whom he receives it. More generally, delegated authority gives the recipient fairly wide power to act as he thinks right.

Ekatan (1995), proposed that delegating duties to your staff is one way to manage your time better. Delegation means having someone else doing something for which you are responsible. As a head teacher, you are responsible for nearly everything that happens in your school. But you don't have enough time to do everything that should be done.

Mafabi (1993) proposed that, delegation means getting something done by using other people that is entrusting powers, responsibility usually of a boss or manager to

another person, usually subordinate or authorizing someone to act on behalf of the boss or management.

Also Mafabi argues that, delegation can be considered as passing on to others a “share” in the essential elements of the management process or share of management of delegation. It is apparent that you can delegate powers, functions and responsibility to the subordinate as effective and efficient management but authority cannot be delegated.

Others observed delegation as an administrative technique, which is simply a temporary passing over a section of work by the head teacher to a member of staff with expectation that the person receiving the known is fully accountable to the given for any and every use of that power.

Passi (1996), contended that accountability is the process by which the educational administrator shows or reports to the higher authority the achievement made in carrying out the responsibility in leadership. It is a very important function, which must be performed by the head teacher in order to bring about proper management. It involves planning, organization, delegation, budgeting policy formulation, appraisal and reporting.

Mafabi (1993) argues that, delegation of duties is essential in helping the head teachers achieve his task of accountability for instance, the making of time tables, assigning different teachers different tasks to perform in school.

Farrant (1994) viewed that, accountability is the principle by which a teacher is answerable to higher authority such as a head teacher, an employer or community for the quality of his work to be meaningful there must be some way of evaluating his work,

so implicit in the concept of accountability is that of assessment with respect to agreed objective standards.

AKoyo (1996) explains that, when thinking of schools accountability can be thought to be as a process whereby one is required to justify his or her actions for example, a head teacher is expected to show that resources provided to the school are put to proper use. "Proper use" usually means activities that support pupil learning and achievement of the school mission.

Akoyo further argues that, one as a head teacher has resources entrusted to him in order to facilitate the learning of pupils. These resources include teachers, books, money, building and textbooks. The concept of accountability requires that you give evidence, which shows that the right people to help pupils learn are putting those resources to good use.

Mbiti (1974) argues that, accountability is a way of evaluating progress. This can be done by means of written reports or through periodic on the job inspection by the supervisor where reports or supervision are not required, straight away work is likely to follow, where reports are demanded, deadlines must be stated.

Musaazi (1982) talks of accountability, that when a task has been delegated to a subordinate with proper authority, it does not follow that the delegator has nothing further to do with the tasks he has assigned or is not answerability or what is commonly termed as accountability to his or her own supervisor when delegating work. For example, a school principal always remains accountable to his supervisor in the ministry of education. If things go wrong in the school because he has delegated certain duties to a teacher who might have caused unrest, the principal has to answer for what has gone on, therefore accountability is a condition under which each member of the

organization must report to his supervisor on the overall performance of his total work irrespective of what he has delegated to others.

Nduhikire (1997) explains accountability, that in order to keep track of what has been going on a person delegated must report back to his leader. The reporting back is referred to as “accountability”. The accountability should always be in writing. It helps in checking on what took place and keeping records for future reference. Checks can also be done through inspection. For instance, if the head teacher delegates to a teacher and to a seminar.

2.2 Research Questions

1. Do head teachers understand their management roles?
2. Can delegation and accountability influence the management of primary schools?
3. Are there other factors, which hinder smooth delegation of duties and proper accountability?

2.3 The Meaning of Delegation.

Delegation is the process of dividing up your total work and giving part of it to your subordinates, giving the subordinates the necessary authority to carry out work and setting up a control mechanism to ensure that work is being done according to the predetermined standards thus leading to effective and efficient management. (Musaazi 1982).

Ekatan (1995), proposed that delegating duties to your staff is one way to manage your time better. Delegation means having someone else doing something for which you are responsible. As a head teacher, you are responsible for nearly everything that happens in your school. But you don't have enough time to do everything that should be done.

Mbiti (1974), hypothesized that delegation is the process where by a leader is of an organization: thus it means assigning work to others and giving them the authority to do it. Delegation of authority is vital in that the leader of an organization cannot do everything alone. He needs people who can carry out the various types of organizational management on his behalf. It means that those to whom a particular duty is delegated execute that duty on behalf of the leader and that the ultimate responsibility or accountability lies with the leader.

2.4 The Meaning of Accountability

Mbiti (1974) argues that, accountability is a way of evaluating progress. This can be done by means of written reports or through periodic on the job inspection by the supervisor where reports or supervision are not required, straight away work is likely to follow, where reports are demanded, deadlines must be stated.

Musaazi (1982) talks of accountability, that when a task has been delegated to a subordinate with proper authority, it does not follow that the delegator has nothing further to do with the tasks he has assigned or is not answerability or what is commonly termed as accountability to his or her own supervisor when delegating work. For example, a school principal always remains accountable to his supervisor in the ministry of education. If things go wrong in the school because he has delegated certain duties to a teacher who might have caused unrest, the principal has to answer for what has gone on, therefore accountability is a condition under which each member of the organization must report to his supervisor on the overall performance of his total work irrespective of what he has delegated to others.

Nduhikire (1997) explains accountability, that in order to keep track of what has been going on a person delegated must report back to his leader. The reporting back is referred to as “accountability”. The accountability should always be in writing. It helps in checking on what took place and keeping records for future reference. Checks can also be done through inspection. For instance, if the head teacher delegates to a teacher and to a seminar.

2.5 The Roles of Delegation

It plays a role in planning, organizing, directing and controlling all the programs in these selected primary schools. It has helped head teachers to be front managers and vital in any educational reforms that may wish to make management better.

2.6 The Roles of Accountability

Accountability has played a role in putting the resources provided to the school in proper use, which usually means activities, which support pupils in learning and achievement of the school mission.

In accountability, evaluating progress is done by means of written reports or through periodic on the job inspection by the supervisor.

2.7 Constraints of Delegation

Conflicts and disorders in the management of staff members are created.

- It creates unemployment to most of the officers who are inefficient in schools.
- It may lead the school to collapse due to poor decisions.

2.8 Constraints of Accountability

Corrupt officials are exposed in public and they are dealt with according to the offense committed.

There is hatred between subordinates and their bosses because of the work delegated to them.

It may lead to conflicting information in many offices.

From the information presented in the table above, one can notice that the majority of the schools in which delegation and accountability as management tools are fully practiced in the government primary schools. This means that head teachers in these schools are better experienced than head teachers in private ones.

As regards qualifications of head teachers, it is important to note that 80% of the sampled head teachers are diploma holders. The presence of such head teachers in these schools have done a lot in the management of selected schools. This therefore implies that, the level of qualifications does much in the proper management of these selected schools. This is because the incoming results indicate that the majority of the schools headed by diploma holders have not experienced much managerial problems.

Considering the experience of these head teachers, one can note that the majorities have much experience. These are head teachers who have been in head ship for more than ten years but to some extent have experienced managerial problems in their schools. This therefore means that, experience in leadership to some extent may not necessarily make one a proper or a good manager in a school.

TABLE I B

TEACHERS' RESPONSES TO THE QUESTIONNAIRE ON THE INFLUENCE OF DELEGATION AND ACCOUNTABILITY IN THE MANAGEMENT OF PRIMARY SCHOOLS.

i. Qualifications	Non Diploma 20	%	Diploma 45	69%
ii. Teachers with responsibilities	10	28%	45	28%
iii. Teachers who sit on PTA.	0	%	Few, one school (4)	100%
iv. Teachers who report to their supervisor	Many (50)	76%	Few (08)	24%
v. Teachers who delegate duties	Many (65)	90%	Few (0)	-

Source: From the primary data collected by the researcher.

From table 1B: above the following information can be obtained.

The results indicate that 69% of the sample teachers have higher qualifications. They are diploma holders. In actual sense, these have the capacity of managing these schools together with the head teachers. Thus they play a big role in uplifting the academic standards in schools where they teach. Under this note one can comfortably argue that teachers “qualifications” has something great to do with proper management of schools.

Table 1B ii reveals that 28 of the teachers claim that they have responsibilities in their schools in areas of classroom extra – curricular activities, health, finance and others.

Table 1B iii indicates that 100% of the teachers represent their fellow staff members on parents teachers association, thus they contribute a lot in the construction and building of their schools.

Table 1B iv also reveals that 24% of the sample teachers delegate duties to their fellow members of staff in different areas of their specialization.

TABLE 1C

**PTA RESPONSES TO THE INFLUENCE OF DELEGATION AND ACCOUNTABILITY
IN THE MANAGEMENT OF THEIR SCHOOLS.**

i. PTA members who have children in these schools.	Many (8)	50%	Total (2)	20%
ii. PTA members who know their role.	Many (10)	100%	0	-
iii. If the PTA members help in the management of their schools.	Many (10)	100%	0	-
iv. Good relationship between the head teachers and PTA members.	5	50%	5	50%

Source: From the primary data collected by the researcher.

From the table 1C above, the following information can be noticed.

The results in 1C indicate that 80% of the sampled members of PTA, have children in the school they present, meaning that, they largely contribute generously towards the development and proper management of their schools for the well being of their children, thus uplifting the standards of their schools and children.

Table 1C ii, indicates that 100% of the members of PTA know their roles and why they were elected to represent other parents therefore, they work hard together with head teachers so as to yield efficiency in management.

Table 1C iii, shows that 100% of the members of PTA help a lot in the construction and building of schools in which they are members.

Table 1C iv reveals that 50% of the sampled members on PTA co-operate with the head teacher. This is because members largely interfere with finances of the schools so as to stop the embezzlement of funds by head teachers, thus spoiling their relationship with the head teacher.

3.3 RESEARCH QUESTION II:

HEAD TEACHERS QUESTIONNAIRE.

TABLE 2 A:

i. Head teachers who report to their supervisor.	Many (5)	100%	Few (0)	%
ii. Head teachers who give accountability to their subordinates.	Many (3)	60%	Few (2)	40%
iii. Head teachers who delegate duties and responsibilities	Many (3)	60%	Few (2)	40%
iv. Head teachers who benefit as a result of delegating duties and responsibilities.	Many (3)	60%	Few (2)	40%

Source: From the primary data collected by the researcher

Under table 2A i of the sampled head teachers, 100% report to their supervisors especially P.T.A, B.O.G and M.O.E of the progress made in their schools as regards academic and other achievements made in these selected schools, this therefore leads to proper management.

Under table 2A ii of the sampled head teachers, 60% give accountability to their fellow staff members (subordinates). In order to help them be aware of the incomes and expenditures of the school. This makes staff members feel that they are part and parcel of the school system, thus facilitating good management on the side of head teachers.

Table 2A iii indicates that, 60% of head teachers delegate their responsibilities to their subordinates, an indication that work load on the side of the head teachers is reduced, enabling head teachers to have ample time to tackle other problems in their schools, thus contributing effective and efficient management.

Table 2A iv shows that, 60% of the sampled head teachers benefit a lot delegating responsibilities to their subordinates.

3.4 RESEARCH QUESTION III

HEAD TEACHERS QUESTIONNAIRE.

TABLE 3 A:

i. Head teachers experience	Little (2)	40%	Much (3)	60%
ii. How many deputies do you have?	One	40%	Two	60%
iii. Do you delegate duties to your teacher?	Yes (5)	100%	No (0)	-
iv. Are there tasks that you do not report to your supervisor?	Yes (5)	100%	No (0)	-

Source: From the primary data collected by the researcher

From Table 3A above, the researcher was able to note the following:

Under table 3A item (i), 60% of the sampled head teachers indicate majority in school administration, an implication that there is a positive correlation between experience and good leadership.

3A ii, indicates that of the sampled head teachers, 60% have two deputies whom they work with, where as head teachers may have two deputies. Its common to find head teachers tied to every activity in the school. They hardly delegate duties to their respective deputies.

Under table 3A iii, 100% of the sampled head teachers indicate that they delegate duties to their teachers. In this case head teachers are trying to say that there is harmonious relationship between them and their subordinates and proper co-ordination. This therefore allows for the retention of the research question..

Under table 3A iv, 100% of the sampled head teachers indicated that there are some tasks head teachers do not report to their supervisor especially like the way schools choose prefects, sample disciplinary cases and borrowing some small amounts of money. Thus, indicating that there is a harmonious co-ordination in the school leading to proper management.

TEACHERS' QUESTIONNAIRE

TABLE 3B:

i. Experience as a teacher	Young (15)	24%	Old (50)	76%
ii. Responsibility held	Yes (60)	92%	No (5)	8%
iii. Is there delegation and accountability in your department?	Positively responded 50	76%	Negatively responded 15	24%
iv. Administration problems in managing the school.	Yes (60)	92%	No (5)	8%
v. Do parents committees assist much?	Yes (35)	53%	No (30)	47%
vi. Teachers who are rich a problem to administration and management.	Yes (40)	61%	No (25)	39%
vii. Lack of delegation and accountability yield management problems.	Yes (65)	100%	No (0)	-

Source: From the primary data collected by the researcher

Under table 3B i, 76% of the sampled teachers displayed long experience in the teaching profession. This implies that they are capable of handling management problems in their schools.

According to table 3B ii, only 92% of the sampled teacher held the responsibility as heads of departments. The rest 8% acted as deputy head teachers.

Such a small percentage has negative attitude towards the school administration (management) and may not do much to such situations. The majority of the teachers may be dissatisfied with the school administration, hence portraying poor management of schools.

Under table 3B ii, 76% of the sampled teacher indicated that there is delegation and accountability in their departments. This implies that since teachers are in good terms with the school administration, there is good and proper management of these schools.

Table 3B iv indicates that, 92% of the teachers demonstrate spirit of anonymous concern over management problems. The positive response works towards upholding the research question but cautiously bad head teachers can act as tools of management problems in schools.

Under table 3B v, 53% of the selected teachers claim that there is much on ground done by parents as an indicator that parents committees operate in primary schools.

Under table 3B vi, the respondent rate is the same. The controversial teachers are seen to cover the truth of their own weaknesses. One can only identify the presence of such rich teacher basing on what they have but not how problematic they are, therefore the research question is reflected.

Under table 3B vii, 100% of the sampled teachers displayed greater concern to administration, that lack delegation and accountability yields management to problems especially with head teachers who are dictatorial in nature. Such head teachers act as if they are alone in schools. They do not consult any one or accept advice of anyone, delegate duties to anyone or give accountability to their member of staff. They do not value the need for delegation and accountability to their subordinates. This to a greater extent is that major cause of poor management and management problem in schools. This indicates the weakness of the head teachers and lack of good administrative styles, which are responsible for poor management. Therefore, the research question is retained.

3.5 Findings and Conclusions

These findings and conclusions were employed in all the five sampled schools when the researcher was searching for teachers of interest so as to make clearer his problem of research. These factors of interest were:

- Whether head teachers understand their management roles.
- To observe also the economy of the area in which these schools are located and also to observe the relationship between the head teacher and teachers.
- To illicit information about the purposes of delegation and accountability in the management of primary schools.

3.6 The Unstructured Interview Model

The unstructured interview models were administered to class teachers, members of parents' teachers' association and head teachers to find out the influence of delegation and accountability in the management of primary schools.

3.7 Administrative Structure of the Schools

Schools A, B, C, D, E, F and G all had qualified head teachers. Schools A and B, had two deputy head teachers. Schools C, D, E, F and G, had one deputy head teacher. School A and B had qualified teachers, school C and D, E, F, G had some unqualified teachers.

TABLE 1A
ADMINISTRATIVE STRUCTURE OF SCHOOLS.

SCHOOLS	DEPUTIES	TEACHERS qualified	TEACHERS unqualified
A	2		
B	2		
C	1	Some	Few
D		Non	All except the head teacher
E		Non	All except the head teacher
F		Non	All except the head teacher
G		Non	All except the head teacher

Source: From the primary data collected by the researcher.

On all the school staff, the majority of teachers are men.

PTA MEETINGS HELD:

TABLE 2A:

SCHOOLS	1997 - 2004	TERM I	TERM II	TERM III
A		1	1	1
B		1	1	1
C		1	-	1
D		-	-	1
E		-	-	1
F		-	-	1
G		-	-	1

Source: From the primary data collected by the researcher

This table shows the number of parents teachers association meetings held by schools A, B, C, D, E, F and G per term from 1997 – 2004. Schools A and B scheduled to have one meeting per term per year, which it fulfilled. School C scheduled to have it twice a year that is at the beginning of term I and also beginning of term III. School D and E held meetings at the end of the year. They involved more of B.O.G members than the parents teachers association.

3.8 Regularity of members to the meeting.

In schools A and B members were always regular for the meeting but in C only some members were regular. In schools D and E members only turned up after several messages had been sent to them. When asked to give reasons why it was so, it was

indicated that in schools A and B, a sitting allowance was always given, but in schools C, D, E, F and G no sitting allowances were given therefore the turn up was always poor.

TABLE 3A

CONTRIBUTIONS OF PARENT TEACHERS ASSOCIATION TO SCHOOLS.

Contribution to Schools	Schools						
	A	B	C	D	E	F	G
A lot was always done	✓	✓	✓	✓	✓	✓	✓
It brought set backs	X	X	X	X	X	X	X
Nothing came out of these meetings	X	X	X	X	X	X	X
They were always useless	X	X	X	X	X	X	X

Source: From the primary data collected by the researcher.

According to the table, whenever the parents teachers association meetings were held, a lot was always done in every school. When asked to explain why, all they said was that normal developmental plans came out by these meetings and these assisted in the administering of schools. All the head teachers would meet with parents and discuss what the parents teachers association meetings voted, especially voting for money for buildings.

TABLE 4A

PTA MEMBERS WHO HAVE CHILDREN IN THESE SCHOOLS.

	A	B	C	D	E	F	G
Do the members of PTA have children in the school?	✓	✓	-	✓	✓	X	X

Source: From the primary data collected by the researcher.

Schools A, B and D, E indicated that they had children in the schools. School C did not clarify because the head teacher was new. F and G had some members who did not have children in the school.

TABLE 5A

HEAD TEACHER AND THEIR RELATIONSHIP WITH THE PTA IN THE SCHOOL

Parents Teachers	A	B	C	D	E	F	G
Association	✓	✓	✓	✓	✓	X	X
B.O.G	✓	✓	✓	✓	✓	✓	✓

Source: From the primary data collected by the researcher.

TABLE 6A

COMMITTEES THAT MANAGE THESE PRIMARY SCHOOL

COMMITTEES	SCHOOLS						
	A	B	C	D	E	F	G
PTA committees	✓	✓	✓	✓	✓	✓	✓
BOG committees	✓	✓	✓	✓	✓	✓	✓
Financial committees	✓	✓	✓	X	X	X	X
Academic committees	✓	✓	X	X	X	X	X
Department committees	✓	✓	✓	X	X	X	X
Health committee	✓	✓	X	X	X	X	X
Disciplinary committee	✓	✓	X	X	X	X	X

Source: From the primary data collected by the researcher.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

As earlier indicated in the preceding chapter, the researcher through questionnaires, observations and interviews sought information on the way delegation and accountability influenced the management of primary schools in Nyabubare sub county.

In this study, the target populations were the head teachers and members of PTA of the selected schools as key players in the management of schools.

4.2 RESEARCH QUESTION I

Data was collected from head teachers, teachers and members of PTA in the seven selected primary schools.

The information obtained from head teachers indicates that most of the schools in which delegation and accountability are practiced, fall in government schools. This means that head teachers in such schools are better off experienced that head teachers in private schools. Therefore, they are able to solve managerial problems in schools.

4.3 RESEARCH QUESTION II

On this note, it was revealed that 100% of the sampled head teachers report to their supervisors especially PTA, BOG AND MOE. An indication that share holders and owners of the schools are well informed of the progress made in schools. Therefore, it is argued that this has facilitated smooth running of schools and proper management.

According to the data collected and as already mentioned schools A, B, C, D, E, F and G have PTA committee and BOG committee. But when it came to the financial committees, only school A and B had it but school C, D and E had none. Schools A and B had an active academic board which meet after. The departments had held meetings once every term. School C, D and E had no academic committee.

Schools A and B had a health committee but school C, D and E had none and no school nurse and doctor. But schools A and B had a health committee, but schools C, D and E had none and no school nurse and doctor, but school A and B had a health worker around.

Consequently the researcher realized that in schools A and B, which had all the committees, were the schools, which were properly managed. However, in schools where these committees were lacking, it was realized that there is management problems between the head teachers and other school members.

Also 60% of the sampled head teachers benefit a lot having delegated responsibilities to their subordinates. It is argued that this leads to motivation of teachers, school becomes one, work is simplified and head teachers can afford to do all their activities. Therefore, co-ordination and proper management can be easily achieved.

4.4 RESEARCH QUESTION III

On the side of head teachers it was found out that 60% of the sampled head teachers indicate maturity in school administration and implication that there is a positive correlation between experienced and good leadership. Thus the argument that the more experience one has in a particular field, the less the possibility of experiencing leadership hardship, thus proper and good management.

On the same note, it has been revealed that 60% of the sampled head teachers may have two deputies but it is common to find head teachers tied to every activity in the school. They hardly delegate duties to their deputies and this partly explains why deputies co-operate with teachers to overthrow head teachers. Thus, this results into the rejection of the research question and the observation that numerous deputies are associated with creating management problems in the school.

4.5 Summary

On realizing the role played by delegation and accountability in the management of primary schools. There by leading to solving of managerial problems in schools, utilizing peoples potentials, representation of teachers views and needs, giving head teachers more time to concentrate on several activities in schools, informing share holders of the progress made in their schools and there by forging unity between parents and school administration in the building and construction of schools, this has contributed to proper management and administration of schools.

4.6 Conclusions

Considering the information gathered and analyzed in the preceding chapter, the researcher concluded that delegation and accountability are essential instruments in bringing about effective and efficient management of primary schools.

4.7 Recommendations

- ➔ It is recommended that the establishment of education resources centers should be implemented, this will provide useful knowledge to the head teachers and the schools they head in areas of management and administration.
- ➔ The presence of more rules concerning power and responsibilities of PTA and BOG, committees should be revised to enable them to play an effective role in the management and development of schools.
- ➔ It is important that each school should have regular staff meetings for assessing the school almost weekly as fortnightly and what is discussed should be implemented.

- ➔ It is recommended that all schools should have departmental heads and the departmental heads should form the academic board of each school being chaired by the deputy head teachers in charge of academics, thus solving management problems.
- ➔ It is important that in schools the roles of the Parents Teachers Association and Boards of Governors should be clearly spelt out to overcome confusion in schools. For we find that each committee wants to control finances, thus leading to role conflict.

REFERENCES:

- Akoyo Charles (1996), head teacher-training series (module 3), Financial management the Republic of Uganda.
- Beach .D.S (1980), Personnel, The Management of people at work, 3rd Edition, London, Macmillan.
- Farrant .J.S (1974), Principles and practices of education
- Mafabi .W. Nicholas and Higwira Faustinus (1993), Educational management and administration, Harold Macmillan, London and Makerere university
- Mbiti. M .David (1974), Foundations of school administration, Nairobi, Oxford, university press.
- Musaazi. J.S. (1982), The Theory and Practice of education and administration, Macmillan, London.
- Nduhikire .B. Edward and Oryem .A. Augustus (1997), Education and Label1 Professional studies (module 2), Introduction to administration and management and planning, The Republic of Uganda.
- Onyango Frances O.M and Egau, Education, Ministry of education, The Republic of Uganda.

4.8 Abbreviations.

UNESCO: United Nations Education and Scientific Cultural Organizations.

UPE: Universal Primary Education.

PTA: Parents Teachers Association.

BOG: Board of Governors.

MOE: Ministry of Education.

3.

4.

5.

10. List down 2 tasks that you do not report to your supervisor.

1.

2.

APPENDICES

4.9 THE HEADTEACHERS' QUESTIONNAIRE.

This questionnaire is part of a study conducted in selected primary schools in Nyabubare sub county, Mbarara district. It is to find out why head teachers delegate their duties and the importance of accountability in the management of primary schools. The information you deliver will be treated with a lot of confidentiality, it is meant for academic issues.

Please, fill in the blank space and put a tick in the appropriate box.

1. Name of the school
2. Sex: Male () Female ().
3. Age (a) 20 – 25 years (b) 25 – 35 years (c) 35 – 45 years
(d) 45 – 55 years
4. Marital status: Single () Married ().
5. Qualifications (a) Degree (b) Diploma.
6. Do you report to your supervisor especially PTA, BOG and MOE of the progress made in the school?
(a) Yes (b) No
7. If Yes, Why?
8. If No, Why?
9. List down 5 tasks you report to your supervisor.
 1.
 2.

3.

4.

5.

10. List down 2 tasks that you do not report to your supervisor.

1.

2.

APPENDIX B

TEACHERS' QUESTIONNAIRE.

Dear Sir / Madam,

I would like to inform you that I am collecting data on the influence of delegation and accountability in the management of primary schools in Nyabubare county, Bushenyi district.

This therefore, serves to request you kindly to accept and assist in filling the questionnaire, which will be treated and handled with a lot of confidentiality.

1. Name of the school

2. What qualifications do you have?

Certificate

Diploma

Degree

3. What is your experience as a teacher?

1 – 5 years ().

5 – 10 years ().

15 – 20 years ().

4. Which type of school are you teaching in?

Private

Government

5. What is your teaching area?

Science ()

Arts ()

6. What is your responsibility in this school?

Class teacher ()

Games master ()

House master ()

7. Are there teachers who sit on PTA and BOG meetings?

Yes () No ()

8. If Yes, Why?.....

9. If No, Why?

10. Is there delegation in your department?

No ()

Yes ()

APPENDIX C:

QUESTIONNAIRE TO PARENTS TEACHERS ASSOCIATION.

Please Sir / Madam,

I would like to inform you that I am carrying out a research study on the influence of delegation and accountability in the management of primary schools in Nyabubare sub county, Bushenyi district.

This therefore serves to request you to answer all the questions in the questionnaire, giving the answer that you think is the correct for you.

This is not a test and as such there is no wrong answer or correct answer, your option is what is important. Most answers may be given by ticking in the blank spaces, the answer you think is the most correct to you.

1. Does this school have parents teachers association? Yes () No ().
2. Are you a member of the parents teachers association? Yes () No ().
3. Do you know your role on the parents teachers association? Yes () No ().
4. List down 3 duties you are supposed to do as a member of the PTA.
 1.
 2.
 3.
5. Do you hold parents teachers association meeting? Yes () No ().
6. How often?
7. And why?

8. Do you face problems in the management of your school? Yes () No ().

9. Do you solve the problem faced? Yes () No ().

10. If Yes, Why?

And How?

RESPONDENT RATES

TABLE SHOWING HEAD TEACHERS' RESPONDENTS IN SELECTED SCHOOLS IN
NYABUBARE SUB COUNTY, BUSHENYI DISTRICT.

NO.	SCHOOL	SAMPLE	RESPONSE	PERCENTAGE
A	Nyakatuntu primary school	1	1	100%
B	Rwakashoma primary school	1	1	100%
C	Rugaga primary school	1	1	100%
D	Kyanyakatwa primary school	1	1	100%
E	Ruharo primary school	1	1	100%
F	Rurama primary school	1	1	100%
G	Kahunge primary school	1	1	100%
	TOTAL	7	7	100%

From the above table the response rate was 100%

$$= \frac{7 \times 100}{7} = 100\%$$

The researcher consulted 7 head teachers and all of them positively responded.

Therefore, the non – response is zero.

$$= 100 - 100 = 0.$$

**TABLE SHOWING TEACHERS RESPONDENTS IN THE SELECTED PRIMARY
SCHOOLS IN NYABUBARE SUB COUNTY, BUSHENYI DISTRICT.**

NO.	SCHOOL	SAMPLE	RESPONSE	PERCENTAGE
A	Nyakatuntu primary school	3	3	100%
B	Rwakashoma primary school	3	3	100%
C	Rugaga primary school	3	3	100%
D	Kyanyakatwa primary school	3	3	100%
E	Ruharo primary school	3	3	100%
F	Rurama primary school	3	3	100%
G	Kahunge primary school	3	3	100%
	TOTAL	21	21	100%

Source: From the primary data collected by the researcher.

From the above table, the response rate was 100%.

$$\frac{21 \times 100}{21} = 100\%$$

21

The Non – Response rate was zero

$$= 100 - 100 = 0.$$