

**Directorate of Education Standards (DES) Supervisory Practices and Management of  
Education Programs in Private Secondary Schools in Kampala Capital City.**

**Sherani Rebecca**

**2002/HD04/540/U**

**A Dissertation Submitted to the Directorate of Research and Graduate Training in Partial  
Fulfillment of the Requirements for the Award of the Degree of Masters of Arts in  
Educational Management of Makerere University, Kampala, Uganda.**

**January, 2026**

## Declaration

I, **Sherani Rebecca**, hereby declare that this is my authentic work and the information composed in this dissertation is an outcome of my personal endeavor and capacity. As far as I know, this work has at no time been presented to any institution of higher level of learning for the award of any certificate, diploma, degree or postgraduate qualification.

Signed..........

Date.....28/07/2026.....

**Sherani Rebecca**

2002/HD04/540/U

## Approval

This dissertation titled '*Directorate of Education Standards (DES) Supervisory Practices and Management of Education Programs in Private Secondary Schools in Kampala Capital City*' was written by Sherani Rebecca, under my supervision and it is now set for acceptance as partial fulfillment for the award of the Master of Arts Degree in Educational Management of Makerere University.

Signed.....

  
**Dr. Tom Darlington Balojja (PhD)**

**Supervisor**

Date.....

  
28/01/2026

## **Dedication**

I dedicate this dissertation to my dear son Musiime Eric Buyube and to my awesome parents Eleanor and Charles Mwassa who laid the very first foundation of my education and who have always been there for me in my search for knowledge.

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## **List of Abbreviations**

DES	Directorate of Education Standards
DESSP	Directorate of Education Standards supervisory practices
EFA	Education for All
ESAPR	Education Sector Annual Performance Report
ESSA	Education Sub Saharan Africa
KCCA	Kampala Capital City Authority
MoES	Ministry of Education and Sports
SBM	School-Based Management
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
USA	United States of America

## Abstract

The study examined the relationship between the Directorate of Education Standards supervisory practices and management of education programs in private secondary schools in Kampala capital city. The objectives to the study were; to examine the relationship between monitoring, routine inspection, supervision of education programs and the management of private secondary schools in Kampala Capital City. A mixed-method research approach involving a cross-sectional survey were used. Using questionnaires and interviews, data was collected and analysed descriptively using inferential statistics. The study population constituted of 123 respondents of which a sample of 118 respondents were selected from the 5 private secondary schools in Kampala City constituting head teachers, school proprietors, inspectors of schools, and classroom teachers. Questionnaires and interviews methods were used to seek respondent's opinion on the study at hand. The Pearson Product Moment Correlation Coefficient was used to determine the degree of influence between the two variables. The Pearson Product Moment Correlation Index obtained on supervision and education management is represented as ( $r = .578$ ,  $n= 61$ ,  $P=0.000<.05$ ). The Correlation Coefficient ( $r$ ) of 0.578 indicates a moderate positive correlation between supervision and education management in private secondary schools. This implies that private schools need to consider supervision strategies to improve education management practices. This could involve regular monitoring, mentorship programs, or professional development for supervisors. The findings suggest that when education standards are effectively implemented, it positively affects education management in private secondary schools. Overall, the study concludes that effective implementation of education standards in private secondary schools in Kampala City relies on staff capacity building, consistent monitoring and evaluation, and strong leadership with active stakeholder involvement. These elements collectively enhance teaching quality, ensure compliance with standards, and improve learner outcomes. It is therefore important that school inspectors establish a schedule for routine site visits to assess the overall condition of the school facilities. Private secondary schools in Kampala City need to define clear objectives for education program supervision, including improving academic performance, enhancing teaching quality, and ensuring compliance with educational standards. In addition, private secondary schools in Kampala City need to establish a system for regular evaluation and monitoring of the implementation of education standards within the school.

## **Chapter One**

### **Introduction**

This chapter presents a detailed description of the background to the study in the context of the historical perspective, theoretical perspective, conceptual perspective and contextual perspective, statement of the problem, purposive of the study, objectives of the study, research questions, null hypothesis scope of the study, significance of the study, and the conceptual framework.

#### **1.1 Background to the Study**

The study based on historical, theoretical, conceptual and contextual perspective to form the study about the relationship of the Directorate of Education Standards supervisory practices on the Education Programs in Private Secondary Schools in Kampala Capital City.

##### **1.1.1 Historical Perspective**

Education is widely recognized as a human right and a key driver of socio-economic development at household, societal, and national levels (UNESCO, 2001). Its primary objective is to provide citizens with opportunities for knowledge acquisition, skill development, employment access, and societal transformation. Despite global efforts to ensure quality education for all, targets set by international initiatives such as the World Conference on Education for All (Dakar, 2000) have not been fully realized, particularly in developing countries where educational performance continues to face persistent challenges. These challenges such as inadequate infrastructure, limited planning spaces, insufficient instructional materials, and low staff motivation directly affect the management of schools, emphasizing that the quality of education largely depends on

how effectively human and institutional resources are managed by those responsible for programme delivery (EFA, 2000; Okumbe, 1999).

Head teachers play a critical role in the management of education programmes, as they are primarily responsible for creating effective learning environments and overseeing both human and physical resources. Their responsibilities include promoting teacher and learner welfare, developing and implementing educational programmes, providing instructional leadership, maintaining discipline, ensuring proper record-keeping, and fostering school-community relations (Okumbe, 1999). Effective programme management requires that head teachers balance administrative and instructional duties to achieve institutional objectives, highlighting that strong leadership is central to educational quality and performance.

In developed countries such as Canada and the United States, structural and resource-related challenges are relatively limited (Nwagwu, 2008). The United States, however, faces challenges related to equity and inclusion of marginalized learners. Policies like the “Every Student Succeeds Act (ESSA)” of 2015 aim to close achievement gaps, improve learning outcomes, and strengthen programme management by ensuring that schools are responsive to contemporary socio-economic demands (U.S. Department of Education, 2020). In New York, adequate resourcing, qualified instructional leaders, sufficient teaching materials, and competitive teacher remuneration have contributed significantly to effective management of education programmes, demonstrating that resource allocation and staff capacity are critical for programme success. In contrast, private secondary schools in countries such as Algeria, Nigeria, Ghana, and Ethiopia face

significant managerial challenges, including limited financial resources, inadequate infrastructure, and excessive proprietor control, which restrict head teachers' decision-making authority (Akomolafe & Adesua, 2016). Such constraints undermine effective programme management by limiting instructional innovation, staff motivation, and strategic planning. Without adequate autonomy and resources, school administrators struggle to implement education programmes efficiently, resulting in poor learning outcomes and weak institutional performance.

In Uganda, the evolution of supervisory practices has shaped the management of education programmes, particularly in private secondary schools. During the colonial period (1894–1962), education was mainly controlled by religious missions, with supervision focused on discipline rather than instructional quality or programme management (Ssekamwa, 1997). After independence, the Ministry of Education formalized inspection systems to monitor curriculum implementation, teacher performance, and overall school management. However, expansion of the education system under Universal Primary Education (UPE, 1997) and Universal Secondary Education (USE, 2007) introduced new supervisory challenges, placing strain on existing inspection and monitoring structures (Ward, Penny, & Read, 2006). These pressures highlight that the management of education programmes requires systematic, adequately resourced, and professional supervisory practices.

Recent developments in Uganda have incorporated technology, data-driven monitoring, and accountability mechanisms such as performance rankings, audits, and digital reporting systems to strengthen programme management (Kajubi, 1989). Despite these

improvements, evidence indicates that supervisory practices have not consistently translated into enhanced management of education programmes in private secondary schools. Reports such as the Kampala City Education Quarterly Report (2021) identify irregularities in programme implementation, record management, instructional supervision, and compliance with education standards, revealing persistent gaps between policy intentions and practice. These challenges demonstrate that weak supervision characterized by irregular inspections, limited professional support for teachers, and insufficient follow-up remains a major obstacle to effective management of education programmes (Michael, 2022).

The challenges observed in Uganda are mirrored regionally and globally. UNESCO Statistics (2016) report that many education systems suffer from low-quality teaching, inequality, exclusion, and poor transition rates. Initiatives such as Tanzania's Secondary Education Quality Improvement Programme (SEQUIP) have focused on strengthening supervision and management through teacher professional development, digital instruction, and targeted interventions to improve access and equity (URT, 2004). However, despite these reforms, uneven programme implementation persists, illustrating that supervisory frameworks alone are insufficient; the quality and consistency of supervisory practices are critical determinants of effective management of education programmes. Consequently, the persistent weaknesses in supervisory practices irregular inspections, inadequate professional support, limited follow-up, and poor utilization of monitoring data remain key factors undermining the management of education programmes in private secondary schools (Michael, 2022). This situation underscores the need for empirical research to investigate how supervisory practices influence

programme management and the quality of education delivery, particularly in the context of Uganda's secondary education system.

### **1.1.2 Theoretical Background**

The study was guided by the school-based management theory by Gamage (2006a; 1996b), who affirms that quality education is manifested in the form of academic achievement and behavior change. As for head teachers and school proprietors, quality is reflected in their work behavior that can reach standards and even exceed standards. The quality of the head teachers or school proprietors is not enough only to be seen from the ability that can be directly measured through the services provided, but also in the form of the ability to come up with ideas that are more innovative, creative, sustainable, and with high accountability Siska & F Komla, (2020). Based on the idea that schools are more effective when they are managed locally with teachers, parents and the community members give a greater say in decision making processes.

In the field of education, quality services cannot only be static. The perception of customers as stakeholders will continue to develop along with the continuity of the interrelation provided between the human resources of service providers and customers as stakeholders who need services. Thus, the interaction is a process of moments of truth in education quality management and the perception of quality will develop dynamically. Various factors are suspected to be the cause of the quality of education, among others, are policies and the implementation of education that uses input-output analysis but is not implemented comprehensively and focuses too much on input aspects even though the education process greatly determines the achievement of expected educational outputs.

The next factor that is often an obstacle in the process of providing education is the participation of the community in the implementation of education. Community participation in general is still identified with input support (funding) that is often not sufficient in the education process.

School-Based Management (SBM)) is a concept that offers schools autonomy to determine school policies in order to improve the quality, efficiency, and equity of education in order to accommodate the wishes of the local community and establish close cooperation between schools, communities, and government. SBM is one form of education reform that offers schools to provide better and adequate education for students. In the SBM system, schools are required to independently explore, allocate, determine priorities, control, and be responsible for empowering resources, both to the community and the government. The authority that rests on the school is the core of SBM which has high effectiveness and provides advantages in (Rini et al., 2020; Arar & Nasra, 2020): 1) School policies and authorities having a direct impact on students, parents, and teachers; 2) Utilizing local resources; 3) Effective in coaching students; 4) a shared concern for decision making, empowering teachers, school management, school redesign, and planning changes which all influence management of secondary schools.

The theory assumes that SBM would be cost effective because the ownership of the policies and the higher levels of commitment lead to minimization of costs and better utilization of limited resources. More resources would also be available as a result of minimizing the size of the educational bureaucracy, as well as higher-levels of resources coming from the school community. The theory also emphasizes decentralization,

autonomy and community involvement in the school decision making participation and accountability.

The theory further assumes that stricter controls are needed to be enforced in ensuring accountability for the finances placed at the disposal of the school in conformity with the Guidelines relating to the operation of schools. The head teacher is made accountable to the governing body and through it to the education authorities, as well as to the school community.

Supervisory practices in Uganda have evolved from minimal, discipline-focused oversight during the colonial period to more formalized inspection and monitoring systems after independence, especially following the introduction of UPE and USE. Despite reforms aimed at strengthening supervision through inspections, teacher training, and data-driven accountability, supervisory practices in private secondary schools remain inconsistent and under-resourced. Consequently, weaknesses in supervision such as irregular inspections, limited professional support, and poor use of feedback continue to hinder effective management of education programmes, justifying the need for empirical investigation into their influence on programme quality and performance.

### **1.1.3 Conceptual Background**

This section dealt with the major concepts used in the study, it gives description of mean of the concept used in the context of the study and the general understanding of the concept.

## **Education Standard Agencies**

Education Standard Agencies are formal bodies established by the state or authorized institutions to regulate, guide, and safeguard the quality of education systems. Their primary role is to develop policies, set minimum standards, and ensure that education institutions operate in line with national and international expectations (UNESCO, 2021; OECD, 2020). These agencies act as custodians of quality assurance by defining what constitutes acceptable teaching, learning, assessment, infrastructure, and governance in schools.

Beyond regulation, education standard agencies provide oversight and accountability by monitoring institutional performance, certifying compliance, and recommending corrective actions where standards are not met. In many education systems, these agencies also support policy implementation by translating national education goals into operational guidelines for schools, thereby linking education policy with practice (UNESCO, 2021; OECD, 2020).

## **Management of Education Programmes**

Management of education programmes refers to the coordinated process through which educational activities are planned, organized, implemented, controlled, and evaluated to achieve predetermined learning objectives. It involves aligning human, financial, and material resources with curricular goals to ensure that teaching and learning occur efficiently and effectively (UNESCO, 2023).

This concept goes beyond administrative routines to include instructional leadership, decision-making, resource mobilization, staff coordination, and evaluation of learning

outcomes. Effective management of education programmes ensures coherence between curriculum design, classroom instruction, assessment practices, and institutional goals, ultimately influencing the quality and sustainability of education delivery (Bush, 2020).

#### **1.1.4 Contextual Background**

In Kampala Capital City Authority, the situation of private secondary schools has kept on worsening with many schools operating against the standards of the Education Act of (2008) and the Ministry of education and sports, schools meant to close continue operating putting lives of learners and teachers at stake (Kampala District Education Quarterly Report, 2016).

Indeed, basing on the Education quarterly report released, it clearly indicated that a number of private secondary schools have failed to meet the safety and security standards as mandated by the Ministry of Education and Sports. Many private secondary schools have limited capacity to provide education materials to enable teaching and learning process, improper planning to ensure adequate structures and failure to ensure expansion to create an accommodating environment which is hence an infringement against the Education Act (2008),

Private secondary schools have tried to adopt several avenues to avert the situation such as seeking for loans from financial institutions to improve education programs, strengthening inspection from the Directorate of education standards in schools, limiting school proprietors at initial stages of school operations, commitment to address the missing gaps however nothing seems to improve. It is against this state of affairs that the

researcher examined the relationship of the Directorate of Education Standards supervisory practices and the Management of Education Programs in Private Secondary Schools in Kampala Capital City.

## **1.2 Problem Statement**

Private secondary schools in Uganda support government education by equipping learners with knowledge and skills while complying with Ministry of Education and Sports standards (Education Act, 2008). Effective management in these schools requires planning to set objectives and allocate resources, organizing to structure human and physical resources efficiently, and directing to supervise, guide, and motivate staff and learners. Together, these functions ensure quality teaching, proper infrastructure, and achievement of educational goals.

Despite these requirements, evidence indicates that many private secondary schools in Kampala Capital City fail to meet the minimum standards prescribed by MoES. According to the Kampala District Education Quarterly Report (2018), several schools operate without fulfilling legal requirements, compromising learner safety, classroom space, teaching materials, and overall school management. This non-compliance has implications for both the quality of education delivered and adherence to statutory regulations, suggesting that many schools are operating illegally or in ways that undermine the Education Act (2008).

Private secondary schools have attempted various strategies to address these gaps, including seeking loans to improve infrastructure, restricting proprietors' control during initial operations, and committing to enhance school facilities and instructional delivery. However, these interventions have largely failed to yield substantive improvements. The

persistent gaps raise critical questions regarding the effectiveness of supervisory and regulatory activities by the Directorate of Education Standards (DES) in monitoring, guiding, and supporting private secondary schools.

It is against this background that the current study seeks to examine the relationship between the supervisory practices of the Directorate of Education Standards and the management of education programmes in private secondary schools in Kampala Capital City. Understanding this relationship is crucial, as weak supervision may contribute to poor programme management, inadequate instructional delivery, and non-compliance with national education standards, ultimately affecting the quality of education offered in private schools.

### **1.3 Purpose of the Study**

To examine the relationship of the Directorate of Education Standards Supervisory Practices on the Management of Education Programs in Private Secondary Schools in Kampala City.

### **1.4 Objectives of the Study**

The study was guided by the following objectives;

- i. To examine the relationship between monitoring and routine inspection and management of education programs in private secondary schools in Kampala City.
- ii. To examine the relationship between supervision of education programs and management of education programs in private secondary schools in Kampala City.

- iii. To examine the relationship between Monitoring and management of education programmes private secondary schools in Kampala City.

### **1.5 Research Questions**

The study was guided by the following research questions;

- i. What is the relationship between monitoring and routine inspection and management of education programs in private secondary schools in Kampala City?
- ii. What is the relationship between supervision of education programs and management of education programs in private secondary schools in Kampala City?
- iii. What is the relationship between Monitoring and management of education programmes private secondary schools in Kampala City?

### **1.5 Null Hypothesis**

The study was guided by the following null hypotheses;

- i. There is no significant relationship between routine inspection and management of education programs in private secondary schools in Kampala City.
- ii. There is no significant relationship between supervision of education programs and management of private secondary schools in Kampala City.
- iii. There is no significant relationship between Monitoring and management of education programmes private secondary schools in Kampala City.

## **1.6 Scope of the Study**

The study scope was limited to the content, time and geographical scope of the study as follows.

### **1.6.1 Content Scope**

The scope of the study was limited to examining the relationship between routine inspections of education management, supervision of education programs and monitoring of education standards in private secondary schools in Kampala City.

### **1.6.2 Geographical Scope**

The study was conducted in the five divisions of Kampala City Council Authority. These were Kampala Central, Kawempe division, Makindye division, Rubaga division and Nakawa division selecting one private secondary school from each division with consideration of prior surveys conducted before the actual study that considered 3 private secondary schools from each division totaling to 15 private secondary schools. Kampala is located on the East African Plateau between the two arms of the East African Rift valley and on the northern limits of Tanzania; it is neighboring Wakiso, Mukono, Mpigi, Buikwe and Luweero districts.

Kampala Capital City and its five Divisions were selected for this study because the management of private secondary schools is against the expected standards by Ministry of Education and Sports (2022). This justified the current study.

### **1.6.3 Time Scope**

The study was limited to a period of five years from 2017-2021. This period was considered because it is when private secondary schools in Kampala district were found to be operating against the recommended Education Standards as stipulated by the

Ministry of Education and Sports. The study scope was based on a period of eight months from August 2023 to March 2024 of research proposal and report development writing.

### **1.7 Significance of the Study**

The study was guided by the following significance of the study

The quality of education is highly dependent on effective and quality observation of education standards and compliance and the Directorate of Education Standards that is charged with the quality assurance is yet to make an impact on the education. It is therefore important to note the study may supplement as follows.

The study may inform the Directorate of Education Standards to double its efforts in taking responsibilities to carry out monitoring and inspection of private schools and ensure they comply with the standard of education to avoid implications that may arise as a result of failure to adhere with the standards. The research results are anticipated to assist school Heads in making informed decisions and policies when developing school facility and always put consideration to follow the standards of the Ministry of Education and Sports as far as quality assurance is concerned.

The study may further serve as a requirement in partial fulfillment of the requirement for the award of a degree of Master of Arts (Educational Management) of Makerere University.

The study may form a basis for suggestions and solutions towards the improvement of the Directorate of Education Standards' support to private secondary schools by providing the needed feedbacks to help improve the quality of education.

The study may be of relevance to those involved in secondary school academic programmes, planners, managers, academicians, heads of departments and other relevant stakeholders

## **Chapter Two**

### **Literature Review**

#### **2.0 Introduction**

This chapter consisted of the review of literature on monitoring and routine inspection on education management, supervision of education programs on management and implementation of education standards on the management of private secondary schools in Kampala Capital City.

#### **2.1 Theoretical Review**

The study is guided by the school based management theory by Gamage (2006a; 1996b), who affirms that quality education is manifested in the form of academic achievement and behavior change. As for head teachers and school proprietors, quality is reflected in their work behavior that can reach standards and even exceed standards. The quality of the head teachers or school proprietors is not enough only to be seen from the ability that can be directly measured through the services provided, but also in the form of the ability to come up with ideas that are more innovative, creative, sustainable, and with high accountability Siska & Komla (2020).

In the field of education, quality services cannot only be static. The perception of customers as stakeholders will continue to develop along with the continuity of the interrelation provided between the human resources of service providers and customers as stakeholders who need services. Thus the interaction is a process of moments of truth in education quality management and the perception of quality will develop dynamically. Various factors are suspected to be the cause of the quality of education, among others, are policies and the implementation of education that uses input-output analysis but is not

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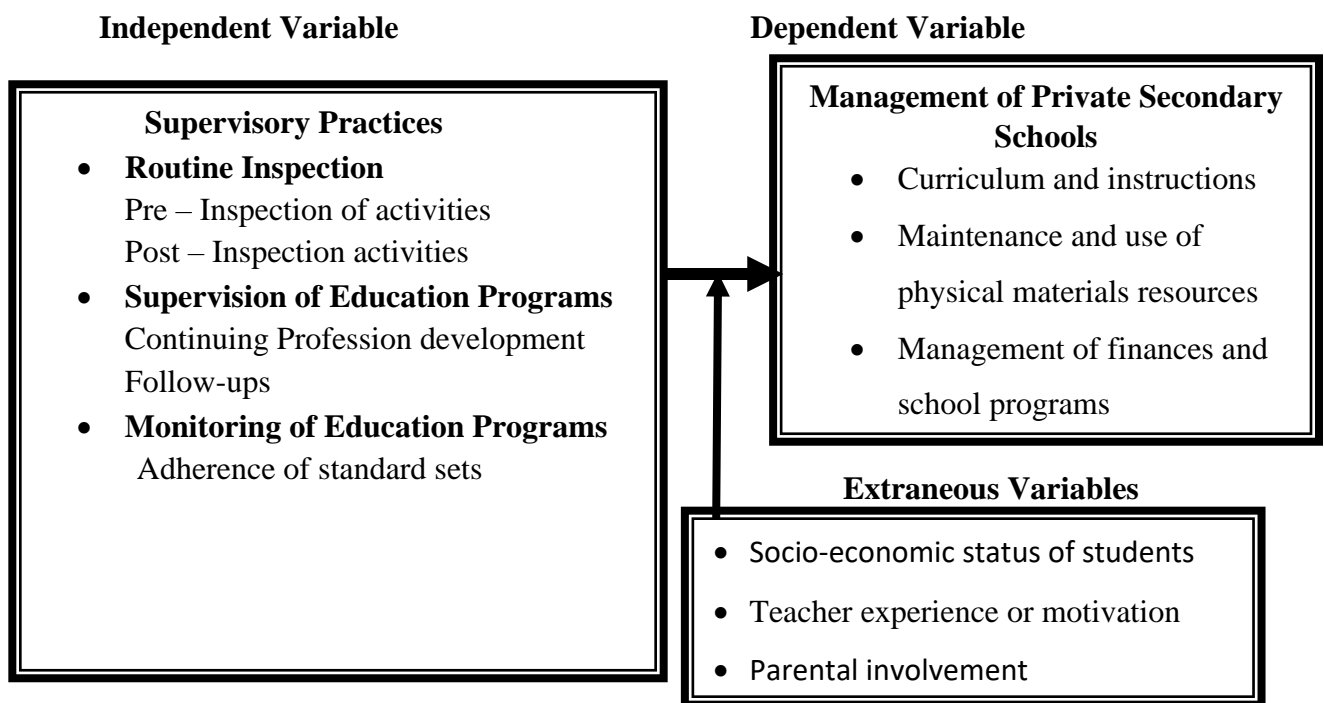
The theory assumes that SBM would be cost effective because the ownership of the policies and the higher levels of commitment lead to minimization of costs and better utilization of limited resources. More resources would also be available as a result of

minimizing the size of the educational bureaucracy, as well as higher-levels of resources coming from the school community.

The theory further assumes that stricter controls are needed to be enforced in ensuring accountability for the finances placed at the disposal of the school in conformity with the Guidelines relating to the operation of schools. The head teacher is made accountable to the governing body and through it to the education authorities, as well as to the school community.

## 2.2 Conceptual Framework

The study examined the relationship that exists between the independent variable (**Directorate of Education Standards Supervisory Practices**) and the dependent variable (**Management of Private Secondary Schools**).



*Source: Developed by the Researcher (2023), Modelled by the provision of the Education Act (2008).*

The conceptual frame work shows the relationship between the independent and dependent variables. Under the independent variable is the Directorate of education standards supervisory practices which include routine inspection, supervision of education programs and monitoring of education programs which partly form the activities of the agency that if implemented and effective adhered to have a relationship with management of private secondary schools through adherence to the curriculum and instructions, maintenance and use of physical materials resources and management of finances and school programs. The framework assumes that education standard agencies without interference can improve management of private secondary schools in Kampala City. The extraneous variable in the context of socio-economic status of students, teacher experience or motivation and parental involvement influence the activities of the directorate of Education Standards Supervisory Practices and management of Private Secondary Schools.

## **2.3 Empirical Literature**

### **2.3.1 Routine Inspection on Management of Education Programs**

This section examined the various studies conducted on Routine Inspection and Management of Education programmes.

This idea was also supported by (Kimaro, 2020), in his research, which identified shortage of physical facilities, poor teaching and learning environments to be among the major aspects disturbing the delivery of excellence education in secondary schools. When students are overcrowded due the large enrolment in schools, chairs and desks are not enough and students are forced to share chairs, stand up, or sit on windows or broken desks (Kimaro, 2020). This can adversely affect the training and studying progress and

can disrupt the student's mental action, a circumstance that mostly affects effective teaching and intellectual progress of the students. Studies conducted by (Kimaro, 2020) reveal factors limiting effective quality education. However in his study, methods used to compile findings are not mentioned, this justifies the current study in private secondary schools in Kampala City.

Mutabaruka, Tushabomwe, and Kazooba (2025) conducted a quantitative study examining how routine school inspection impacts the quality of teaching and learning processes in primary schools. Using questionnaires administered to teachers across selected schools, the researchers identified barriers such as limited resources for inspection, challenging geographical locations, and constrained inspector schedules that negatively affected inspection effectiveness. The findings revealed that while inspection was intended to ensure preparedness and learner motivation, these logistical constraints reduced its ability to improve teaching practice and learning outcomes. The authors concluded that although school inspections play a potentially important role in quality assurance, insufficient resourcing and planning limit their positive impact. They recommended increased funding, improved planning for inspection logistics, and enhanced engagement with school leaders to strengthen inspection effectiveness. The study however established a contextual gap based on the fact that Mutabaruka et al (2025) focused their study in primary context contrary to current study that focused on private secondary schools in Kampala Capital City.

Chilangilo (2022) examined the impact of inspections on students' academic performance in Secondary Schools, a case study of Tanzania's Mvomero District using a mixed-

method study assessed how routine inspection correlates with students' academic performance. With a sample of teachers, educational officers, inspectors, and headteachers, the study used questionnaires, interviews, and classroom observation. Results showed that systematic inspection of teaching documents, student records, and provision of constructive feedback were associated with improved student performance, increased teacher accountability, and better teacher student relationships. The study concluded that inspections can positively influence academic outcomes when follow-up feedback is part of the inspection cycle, recommending that inspection units emphasize structured feedback and follow-up mechanisms to ensure inspection findings translate into practice improvements. The study establishes a contextual scope where findings of Chilangilo (2022) conducted his study in Tanzania contrary to the current study that was carried out in private secondary in Kampala.

Mathembele, Kemeza & Twebaze (2025) examined the effectiveness of School Inspection in Uganda, a case of Kasese District using a mixed-method case study. Mathembele, Kemeza and Twebaze (2025) investigated routine inspection practices and their effectiveness. Using surveys and descriptive statistics, they found moderate effectiveness of inspection overall, with key weaknesses including limited stakeholder engagement in inspection planning, inadequate notice to schools before visits, short inspection durations, and insufficient refresher training for inspectors. These limitations diminished the ability of inspections to support comprehensive management improvements. The researchers concluded that while inspection remains a critical quality assurance tool, systemic weaknesses in planning and execution blunt its positive effects. They recommended longer, better-planned inspections with stronger stakeholder

participation and continuous inspector training. The study by Mathembele, Kemeza & Twebaze (2025) leaves a conceptual gap where they do not expound the dynamic of inspection in secondary schools which hence makes the current study justifiable.

Serunjogi (2023) examined the school inspection and managerial effectiveness in Ugandan primary schools in Nakasongola District. Serunjogi (2023) conducted a mixed-methods study on inspection efficacy and managerial effectiveness in Ugandan primary schools in Nakasongola District. The study found that inspection contributed to school effectiveness by enhancing teacher preparedness, encouraging adherence to standards, and improving resource utilization. However, challenges such as inspectors' limited subject knowledge and lack of mentoring skills reduced inspection's influence on deeper managerial practices. The researcher concluded that inspection can support school management when inspectors are trained not only in compliance monitoring but also in leadership and mentorship. It was recommended that inspection frameworks include continuous professional development for inspectors to deepen their capacity to support school leadership effectively. The study leaves a methodological gap as no form of approach is apprehended to justify the findings hence the current the current in private secondary schools in Kampala district.

The study by Nuwagaba (2021) carried out a study on school inspection practices and teacher performance in Kamwenge District, Uganda. Using a correlational design in Kamwenge District, Uganda, the study revealed that significant positive relationships between pre-inspection, on-site inspection practices and teacher performance, indicating that routine inspection enabling planning, observation, and feedback supports

instructional quality. However, post-inspection practices were not significantly related to teacher performance, suggesting that schools may not consistently apply recommendations after inspections. The study concluded that inspection frameworks should integrate stronger follow-up support and implementation monitoring to sustain improvements. The study leaves a methodological gap as no form of approach is apprehended to justify the findings hence the current the current in private secondary schools in Kampala district.

Ntege et al (2024) investigated the effect of directive and non-directive inspection approaches on teacher instructional effectiveness in government-aided primary schools in Nakisunga County. The study's focus on inspection approaches (directive vs. supportive) suggests that inspection style plays a role in shaping teacher practices and suggests systematic inspection methods contribute to better instructional effectiveness. The authors implied that supportive and collaborative inspection approaches are more likely to strengthen teacher performance and school management than purely directive styles. The study leaves a conceptual and contextual gaps in the study as the current study was conducted in a primary context and in government primary schools contrary to the current study.

Wanjiru & Mukolwe (2023) examined the role of school quality assurance in improving academic performance in Kenyan schools using a descriptive research design. They found that routine inspections and quality assurance practices are associated with better alignment of teaching activities to curriculum standards, increased accountability, and improved classroom practices. The study concluded that inspection and quality assurance

contribute positively to academic outcomes when coupled with support for professional development. It recommended that education authorities strengthen quality assurance structures, provide resources for regular inspections, and enhance stakeholder collaboration for effective educational program management. The study established a contextual and methodology gap in the study by Wanjiru & Mukolwe (2023) that failed to establish the methods used in the study hence makes the current study un avoidable.

**Ojera (2021) and Wanzare (2020)** A broader review of inspection practices in Uganda and Kenya identified that some inspections focus heavily on **record checking rather than instructional improvement**, leading teachers to perceive inspections as punitive rather than developmental. However, when inspections engage teachers with **supportive feedback**, teacher morale and instructional practices improve. The synthesis concluded that the **nature of inspection engagement** matters significantly: supportive, collaborative inspections are more effective in improving educational practice and management than inspections emphasizing compliance alone. It recommended that inspection authorities emphasize **professional engagement and constructive feedback** as core inspection practices. Contextual and methodological gaps were established as **Ojera (2021) and Wanzare (2020) carried out their study in Kenya contrary to the current study which was carried out in Kenya, Uganda.**

Abadonyi (2017) conducted research on obstacles facing training and studying of building structure in government secondary and technical colleges in Kogi West senatorial District in the Kogi State of Nigeria. The study suggested that the quality of teaching suffered because of incompetent teachers who lacked professional development

programs to develop their competencies. This means that when teachers lack in service training, they consequently lack the requisite skills to meet the current demands of learners and, as a result, the teachers' effectiveness and efficiency are reduced. In other words, professional development is so important because it increases teachers' effectiveness and efficiency in delivering contents to learners leading to enhancement in their education achievement. Whereas Abadonyi (2017) conducted his study in Nigeria, he did not highlight the approaches / methods used for data collection. This left a gap in his study hence the justification of this current.

### **2.3.2 Supervision of Education and Management of Education Programs**

The empirical studies dwelt more on supervision of Education and Management of Education programs Private Secondary Schools in Kampala District.

Empirical evidence from Uganda indicates that supervision plays a critical role in strengthening the management of education programmes, particularly through improving instructional practices, accountability, and institutional effectiveness. Kisémbó (2025) examined educational supervision and school performance in public primary schools in Lira District using a mixed-methods approach involving teachers and school administrators. The study established that routine instructional supervision significantly improved lesson planning, curriculum coverage, record management, and teacher punctuality. Schools that experienced regular supervisory visits demonstrated better coordination of teaching activities and more systematic implementation of school programmes. The study further revealed that supervision enhanced managerial decision-making by providing school leaders with evidence-based feedback on instructional gaps. Kisémbó concluded that supervision serves as a quality assurance mechanism that aligns

classroom practices with national education standards, thereby strengthening programme management. However, the study also noted that limited logistical support for supervisors constrained the consistency of supervisory visits, recommending increased facilitation and capacity building for inspectors. The study establishes a contextual gap as the study by Kisémbó (2025) was conducted in Lira contrary to the current study which is conducted in Private secondary schools in Kampala district.

Similarly, Kaanyi (2025) investigated supervision practices and teaching quality in Pallisa District, Uganda, using a descriptive survey design complemented by classroom observations. The findings indicated that structured supervision schedules positively influenced teachers' adherence to curriculum guidelines, use of instructional materials, and assessment practices. The study emphasized that supervision improved programme management by ensuring that teaching activities were systematically planned, monitored, and evaluated. Teachers reported that supervisory feedback helped them identify weaknesses in lesson delivery and assessment, which contributed to improved learner outcomes. Kaanyi concluded that supervision enhances the internal efficiency of schools by strengthening coordination between administrators and teachers. However, the study identified gaps in follow-up supervision, noting that recommendations were not always revisited to assess implementation. It recommended institutionalizing continuous supervisory cycles with clear monitoring indicators. The study by Kaanyi (2025) identifies methodological gaps in the study as approaches for complying findings are not highlighted hence the current study in private secondary schools in Kampala district.

In a related Ugandan study, Bagaya et al (2020), explored the role of supervision in school leadership and management in Kasese District using a mixed-methods design. The study revealed that effective supervision contributed to improved teacher accountability, better utilization of instructional resources, and enhanced documentation of school activities. Supervisory practices such as lesson observation, staff meetings, and performance reviews were found to support the planning and implementation of education programmes. However, the study also highlighted inconsistencies in supervision due to heavy workloads among supervisors and inadequate professional training. The authors concluded that while supervision positively influences the management of education programmes, its effectiveness depends on the competence and commitment of supervisors. They recommended strengthening supervisory training and integrating supervision outcomes into school improvement planning.

Further empirical support is provided by Ntege et al (2024), who examined supervisory approaches and teacher performance in government primary schools in Wakiso District. Using a descriptive survey design, the study found that supervisory approaches emphasizing mentorship and professional support had a stronger positive influence on teacher performance than authoritarian inspection methods. Teachers who received constructive feedback reported improved lesson organization, classroom management, and assessment practices. The study linked these improvements to enhanced programme management, particularly in curriculum delivery and learner assessment. The authors concluded that supportive supervision fosters a positive school climate that promotes effective implementation of education programmes. The study recommended a shift from fault-finding inspection models to developmental supervision frameworks. Contextually,

the previous study looked at the primary schools while the current study targeted private secondary schools leading to overall supervision of Education.

At the national level, the UNESCO and Uganda Directorate of Education Standards (DES) Report (2023) provided sector-wide evidence on supervision coverage and quality assurance. The report revealed that inconsistent and limited supervision negatively affected curriculum compliance, instructional quality, and programme monitoring in many schools. Schools that received regular supervision demonstrated better planning, reporting, and alignment with national education policies. The report concluded that supervision is central to effective education programme management but remains underutilized due to staffing shortages and logistical constraints. It recommended increased recruitment of inspectors, adoption of digital supervision tools, and decentralization of supervisory services to enhance coverage and effectiveness.

Evidence from Kenya further reinforces the importance of supervision in managing education programmes. Muchanje (2021) studied quality assurance and supervision in public primary schools in Kiambu County using a descriptive survey design. The findings showed that routine supervision improved curriculum implementation, teacher professionalism, and effective use of instructional resources. Teachers perceived supervision as beneficial when supervisors provided clear guidance and practical recommendations. The study concluded that supervision strengthens programme management by promoting consistency in instructional practices across schools. However, it also noted resistance from teachers when supervision was perceived as punitive. The authors recommended enhancing participatory supervision approaches to

improve acceptance and impact. The gap observed a contextual gap in the sense that focusing on public primary school and in Kenya contrary to the current study that directly dealt with secondary school in Kampala.

Similarly, Muchanje (2021) examined teachers' attitudes toward supervision in Kenyan primary schools and their implications for school management. Using a survey design, the study found that positive teacher attitudes toward supervisors were associated with higher levels of compliance with supervisory recommendations and improved implementation of school programmes. Conversely, negative perceptions of supervision led to minimal behavioral change and weak programme outcomes. The study concluded that the effectiveness of supervision in managing education programmes is partly dependent on interpersonal relationships and trust between supervisors and teachers. It recommended capacity building for supervisors in communication and human relations skills. Contextually still, the current study was done in a primary setting contrary to the study that was carried in private schools in Kampala district.

Further, Kinyua (2022) investigated the relationship between supervision and instructional effectiveness in Kenyan secondary schools using a correlational research design. The study established a statistically significant positive relationship between frequency of supervision and instructional effectiveness, including lesson preparation, assessment quality, and classroom management. These improvements were linked to better planning and coordination of education programmes at the school level. Kinyua concluded that regular supervision enhances the management of education programmes by ensuring instructional consistency and accountability. The study recommended

integrating supervision findings into school strategic plans. This therefore left a conceptual and contextual gap since Kenya's education system and policies differ from those in Uganda.

More recent evidence by Gachotho and Kimathi (2024) focused on supervision feedback and school management outcomes in Kenya. Using a mixed-methods approach, the study found that timely, specific, and actionable supervisory feedback led to significant improvements in teaching practices and programme implementation. Schools that received delayed or generic feedback showed minimal improvement. The study concluded that the quality of supervisory feedback is more critical than the frequency of supervision visits in influencing programme management. It recommended the use of digital reporting systems to enhance feedback timeliness and follow-up. This therefore left a conceptual and contextual gap since Kenya's education system and policies differ from those in Uganda.

Kweku and Stella (2019) conducted a study to examine the supervisory practices of head teachers and how they related with teacher motivation to work in public basic schools in the Anomabo Education Circuit of the Mfantseman Municipality in the Central Region of Ghana. Quantitative approach of the cross-sectional survey design was adopted. Using purposive and stratified random sampling techniques, 69 respondents, made up of 15 head teachers and 54 teachers were used for the study. Two sets of questionnaire (one each for head teachers and teachers) were used to collect data. The data obtained revealed that head teachers in the Anomabo Education Circuit used supervisory practices such as meetings to build interpersonal relationship, and opportunities for professional growth, cultivating a motivating work environment, and recognition of effort. It is however

intriguing that even though the head teachers performed below average in terms of ensuring effectiveness in meetings to enhance work delivery among teachers, it is recommended that practices such as meetings, use of administrators and use of student leaders need to be incorporated for better teachers' work performance. Kweku and Stella (2019) carried out their study in Ghana and based their findings on government schools, however this is contrary to the current study that examined the supervision of education programs as championed by the education standard agencies on education management. This therefore left a conceptual and contextual gap since Ghana's education system and

### **2.3.3 Monitoring and Management of Education Programs**

The empirical studies dwelt more on the Monitoring and Management of Education Programs.

Empirical studies in Uganda consistently demonstrate that monitoring plays a central role in strengthening teacher performance, which is a core element of education programme management. For instance, Directorate of Education Standards (2024) established that routine monitoring of lesson planning, classroom instruction, and teacher attendance significantly improved instructional discipline and adherence to curriculum standards in government primary schools. Their findings indicate that when monitoring is regular and structured, teachers become more accountable, which enhances programme implementation efficiency. The study concludes that monitoring functions as a quality control mechanism that aligns classroom practices with institutional objectives. Similarly, Kaanyi (2025) found that systematic classroom monitoring in Pallisa District improved teaching quality by encouraging reflective practice and better lesson preparation. The study emphasized that monitoring supports management by identifying gaps early and

enabling targeted interventions. These studies collectively suggest that monitoring is not merely supervisory but a managerial tool that drives instructional effectiveness and programme coherence. While the study offers a perspective to understanding the two constructs under investigation, a contextual gap exists as the study was a meta-analysis while the current study was a field-based study.

Several empirical studies link monitoring directly to learner achievement, which serves as a key outcome indicator of effective programme management. Wilcox (2023) demonstrated a statistically significant relationship between monitoring practices and learners' academic performance in secondary schools in Kasese District. Their mixed-methods study revealed that schools where administrators regularly monitored lesson delivery, assessment records, and learner progress exhibited improved examination performance. The authors concluded that monitoring enhances programme management by ensuring that instructional activities remain aligned with intended learning outcomes. In Kenya, Wanjiru & Mukolwe (2023) similarly found that pedagogical monitoring improved learner engagement and classroom interaction, which translated into better academic outcomes. These findings underscore monitoring as a feedback-driven management process that links inputs (teaching practices) to outputs (learner performance). Contextual gap existed in the study, where studies by Wilcox (2023) were conducted in Kasese and Wanjiru & Mukolwe (2023) in Kenya.

At the system level, studies highlight challenges in monitoring coverage and their implications for programme management. The UNESCO and Directorate of Education Standards (DES) Report (2023) revealed that inadequate monitoring coverage in Uganda

resulted in uneven programme implementation across regions, particularly disadvantaging rural schools. The report showed that limited logistical and financial capacity constrained the ability of inspectors to conduct routine monitoring, thereby weakening management oversight. Schools that received fewer monitoring visits were more likely to exhibit poor planning, weak record-keeping, and ineffective utilization of resources. The report concluded that insufficient monitoring undermines managerial decision-making because education authorities lack reliable data on programme performance. This finding positions monitoring as a critical governance instrument necessary for evidence-based education management.

Beyond frequency, the quality of monitoring feedback has been shown to significantly influence education programme management outcomes. In Kenya, Nkinyangi (2024) found that actionable and timely feedback from monitoring visits had a stronger impact on school improvement than monitoring frequency alone. Their mixed-methods study revealed that principals who received clear recommendations based on monitoring data were better able to adjust teaching strategies, allocate resources, and organize professional development activities. Conversely, generic or delayed feedback had minimal impact on programme improvement. The study concluded that monitoring becomes an effective management tool only when feedback is systematically integrated into planning and decision-making processes. This aligns with management theory, which emphasizes feedback as a core control mechanism. Kwarteng (2018) on the other hand found that the senior high school Accounting teachers were mainly non-users of the curriculum. However, they had both the primary and secondary concerns at the awareness and informational stages of the accounting curriculum. There are inconsistent findings as

far as teachers' concerns in the implementation of the objective-based curriculum at different levels of education in Ghana are concerned. The success or otherwise of an educational innovation depends significantly on the extent to which stakeholders address the concerns of other stakeholders such as teachers. It is therefore essential that data is collected on the concerns of teachers in the implementation of innovation to furnish curriculum development agencies with information that can be relied on to address the concerns of teachers. Whereas these findings by Kwarteng (2018) and other authors pin more on curriculum development implementation, this current study focuses on the implementation of education standard programs in the education management of private secondary school.

#### **2.3.4 Summary of Gaps**

The literature above reflects a number of glaring gaps that sought justification for the current study for example the study by Mutabaruka, Tushabomwe, and Kazooba (2025) revealed a contextual gap. Besides in Ntege et al (2024), conceptual gaps and contextual were further established.

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction**

This chapter consisted of the research design, study population, sample size, sampling procedures, data collection instruments, validity, reliability of the research instruments, data analysis and ethical considerations.

#### **3.1 Research Design**

The study employed a cross-sectional research design where both qualitative and quantitative approaches were used to link research concepts to the pertinent and feasible empirical investigation (Plano & Ivankova, 2022). The strategy calls for gathering and analyzing quantitative data first, followed by qualitative data. Closing the gaps and discrepancies shown by quantitative data is the importance of employing this qualitative data collection method (Bryman, 2023). By doing this, the problems of contradictory data that arise from simultaneous data gathering and analysis was avoided. Both qualitative and quantitative methods are supported by the design. While the qualitative method highlighted underlying beliefs and opinions from an informed perspective regarding the same, the quantitative approach aims to examine the relationship of the Directorate of Education Standards Supervisory Practices on the Management of Education Programs in Private Secondary Schools in Kampala City. (Bryman, 2023) claims that the quantitative approach still dominates mixed method. These approaches were used for mutual validation of findings for the production of more coherent and a complete picture of the investigation domain. A complete numerical description of findings with such design was provided. This approach was given consideration because it enables approval and

disapproval of assumptions, captures a specific point in time and the data generated can be used for various types of studies (Bryman, 2023). The qualitative approach enabled the researcher to acquire in depth knowledge and analysis of the problem under investigation, while the quantitative approach were useful for generating frequencies, percentages and summary tables that were used to present the data numerically and the use of SPSS was incorporated to examine the relationship between variables. The use of triangulation was important for accuracy and reduction of the inherent biases that may have accrued if only one approach is relied upon.

### **3.2 Study Population**

A target population must be sufficiently exclusive to prevent having volunteers who both meet the needs of the study and reflect the population of interest incorrectly (Castillo & Bridier, 2021). The study population constituted a total number of 123 respondents from the five (05) selected private secondary schools in Kampala Capital City; these constituted head teachers, school proprietors, inspectors of schools and classroom teachers. These categories of respondents were selected because they are key informants and form better representation of the study. Also because head teachers are the overall supervisors of private schools, classroom teachers are the ones who implement activities in schools, inspectors of schools carry out monitoring and inspection and ensuring quality standards whereas school proprietors take charge of management of school affairs and ensuring that standards are met to influence school programs and activities. In this case 05 head teachers were considered, 25 school proprietors, 21 school inspectors and 72 teachers. The five schools were selected because they have existed for more than 15 years hence provide better representation for the study.

### 3.3 Sample Size

Sample size refers to the number of respondents chosen to participate in the study whose views shall be representative of the general population. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population. The study sampled 118 respondents selected from the 5 private secondary schools in Kampala District based on Morgan and Krejcie table of determining population and samples sizes of the study. The study used census inquiry and simple random sampling to select key respondents in the study; this sample was used because it is representative enough to examine the relationship between variables.

**Table 3.1: Showing Schools, Category of Respondents, Population, Sample Size and Sampling Techniques**

<b>Schools</b>	<b>Category</b>	<b>Population</b>	<b>Sample Size</b>	<b>Sampling Technique</b>
<b>A</b>	Head teachers	01	01	Census Inquiry
	School proprietors	05	05	Census Inquiry
	School Inspectors	03	03	Census Inquiry
	Classroom teachers	15	14	Simple Random
<b>B</b>	Head teachers	01	01	Census Inquiry
	School proprietors	05	05	Census Inquiry
	School Inspectors	05	05	Census Inquiry
	Classroom teachers	15	14	Simple Random
<b>C</b>	Head teachers	01	01	Census Inquiry
	School proprietors	05	05	Census Inquiry
	School Inspectors	05	05	Census Inquiry
	Classroom teachers	12	11	Simple Random
<b>D</b>	Head teachers	01	01	Census Inquiry
	School proprietors	05	05	Census Inquiry

	School Inspectors	03	03	Census Inquiry
	Classroom teachers	15	14	Simple Random
<b>E</b>	Head teachers	01	01	Census Inquiry
	School proprietors	05	05	Census Inquiry
	School Inspectors	05	05	Census Inquiry
	Classroom teachers	15	14	Simple Random
	<b>Total</b>	<b>123</b>	<b>118</b>	

*Source: School Records (2022) for Population, Morgan and Krejcie for Sample Size (1970), and the Researcher for Sampling Techniques*

### 3.4 Sampling Techniques

**Census Inquiry.** This is a non-probability sampling technique in which all members of the population are considered as a sample (Bryman, 2023). Head teachers, school proprietors, and school inspectors of schools were selected using census sampling because they are the implementers of Educational programs, knowledgeable and experienced cadres in the school system. Census survey is important in research studies because it reduces on the time needed for data collection, produces validated information, gives details of information about a unit and more detailed questions that can be asked.

**Simple Random Sampling.** Flick, (2020) argue that simple random sampling minimizes sampling bias on the part of the researcher. This approach was used because it offers equal chance for respondents to participate since it is less expensive. Teachers in this case were chosen in the five schools on chance basis in order to register balanced and fair findings. Simple random sampling is important for such a study because it provides ease of use and gives accurate representation of a large population. To select teachers, the researcher requested a list of teachers in the selected schools and considered the first and

last names of teachers depending on the selected sample size, for example schools with a population of 15 teachers, a sample of 14 teachers were selected by the researcher considering the first 8 and last 6 respondents based on the Morgan's table of sampling.

### **3.5 Data Collection Methods**

#### **3.5.1 Questionnaires**

Questionnaires are a structured data collection method that involves administering a set of written questions to respondents in order to obtain standardized information on specific research variables (Hassan, 2024). They are commonly used in quantitative and mixed-methods research to gather data from a large population within a relatively short time. Questionnaires may contain closed-ended questions, such as Likert-scale items, multiple-choice questions, and dichotomous responses, which allow for easy quantification and statistical analysis. In education research, questionnaires are particularly useful for collecting data on perceptions, attitudes, practices, and experiences related to school management, supervision, monitoring, and programme implementation. Their key advantages include cost-effectiveness, anonymity of respondents, reduced interviewer bias, and the ability to reach geographically dispersed participants. However, questionnaires may suffer from low response rates and limited depth of responses, especially where respondents misinterpret questions or provide socially desirable answers. To enhance validity and reliability, questionnaires should be carefully designed, pre-tested, and aligned with the study objectives.

### **3.5.2 Interviews**

Interviews are a qualitative data collection method that involves direct verbal interaction between the researcher and the respondent to obtain in-depth information on a particular subject. Interviews may be structured, semi-structured, or unstructured, depending on the level of flexibility required. In education research, semi-structured interviews are commonly used because they allow the researcher to ask predetermined questions while also probing for clarification and additional insights. Interviews are particularly effective in exploring complex issues such as leadership practices, monitoring experiences, decision-making processes, and challenges in managing education programmes. This method enables the researcher to capture rich, detailed data, including respondents' emotions, beliefs, and contextual experiences that may not be adequately captured through questionnaires. Despite their strengths, interviews are time-consuming, require skilled interviewing techniques, and may be affected by interviewer bias or respondent reluctance. To enhance credibility, interviews should be conducted in a conducive environment, audio-recorded with consent, and transcribed accurately for thematic analysis.

## **3.6 Instruments for Data Collection**

Concerning research instruments, the researcher used two basic instruments; questionnaire and interview guide.

### **3.6.1 Questionnaires**

A questionnaire is “a research tool or survey instrument that consists of a set of questions or prompts designed to gather information from individuals or groups of people” (Hassan, 2024). The researcher utilized a questionnaire to collect data from the girl

children. A questionnaire enabled collection of data in a systematic fashion as opined by (Hassan, 2024). This involves the use of pre-set questions that were issued to get information from respondents. The researcher used Self-Administered questionnaires (Appendix I) because of their ability to produce data and provide responses from a wide range of opinion from different respondents at once. It is a practical and most convenient method of gathering data, offers a quick way to get results, easy analysis and visualization and provides actionable data. A five-point Likert scale i.e. 5 strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, 1 strongly Disagree was used. These were sub divided into 5 sections where section A consisted of the characteristics of respondents, section B addressed questions on responses on monitoring and routine inspection, section C addressed questions on supervision of education programs while section D addressed question on the implementation of education standards while section E addressed questions on management of private secondary schools. Questionnaires were distributed to teachers in the selected secondary schools and a period of 5 days was taken answering the questionnaires. Refer to Appendix I (Sections B-E).

Questionnaires in this study were utilized for teachers because they are stationed, and they can spare some time to fill questionnaires. Questionnaires were further used because they cover large samples of respondents which hence provided information that can enrich the study.

### **3.6.2 Interview Guide**

An interview guide is a way of collecting qualitative data through establishment of a communication between researcher and the interviewee usually via a face to face, phone or online conversation in order to understand and explore respondents' opinions and

behavior in a specific subject” (Taherdoost, 2022). Semi structured interview guides were used to examine the relationship of the Directorate of Education Standards supervisory practices and the management of education programs in private secondary school in Kampala City.

Interviews were used to collect primary data from head teachers, school proprietors and school inspectors. This instrument (Refer to Appendix II) was used with a purpose of collecting more in-depth information on the study.

The interview guide was further used because of its advantages; such as simplicity, applicability; and flexibility in tapping information that was acquired in details and in a well explained manner. The interviews were conducted with head teachers, school proprietors and school inspectors to discuss questions on the relationship between the Directorate of Education Standards supervisory practices on the Management of Education Programs in private secondary schools in Kampala City.

The interview guide was generated to seek head teachers, school proprietors and school inspectors’ views on the study. Interviews were used because these are not always stationed, they are always busy throughout the day and at most, they are always carrying out administrative duties both within and outside school.

### **3.7 Data Quality Controls**

Data quality controls were used to ensure that data was reliable and valid; the two principal aspects of validity and reliability were treated as follows:

### 3.7.1 Validity

Validity reflects a situation where questions set for respondent views are in line with both theoretical and conceptual aspects of the study variables as per (Flick, 2020). The researcher established the validity of the instrument through discussion of the instrument with colleagues, the supervisor and 3 experts in education management and administration were considered. In order to compute the content validity index (C.V.I), the questions were developed and the opinions of three experts in the field of Educational Management and Administration were put in consideration to ensure consistence of the instrument. The judges were selected to independently judge the relevance of the items in the questionnaire in relation to the research objectives.

To compute the Content Validity Index (CVI), the researcher used the formula below.

$$CVI = \frac{R}{K}$$

Where CVI = content validity index

R = No. of items rated as relevant

K = Total No. of items in the instrument

In this case validity was summed as follows;

$$CVI = \frac{61}{63}$$

$$CVI = 0.968$$

### 3.7.2 Reliability

Reliability refer to the extent to which instrument yields consistent results when the characteristics being measured has not changed by (Bryman, 2023). A pilot study was

conducted from school Y in Mbale District and considered 20 teachers who were given a similar set of questionnaire to test the reliability of the instrument and cronbach alpha coefficient was used to provide an estimate of how well all the variables on a test instrument measure the same phenomenon, Cronbach Alpha Coefficient was considered to be a fundamental measure of the reliability of research instrument if it was found greater than 0.7.

**Table 3.2: Overall Reliability Statistics**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
0.95	60

**Source: Fields Data (2022).**

### **3.8 Research Procedure**

After the approval of the proposal, the researcher got an introductory letter from the research coordinator Makerere University. Thereafter, the researcher took it to the administration of the selected secondary schools to obtain permission to carry out the study. The researcher sought oral consent from the respective respondents and took charge to explain to them the purpose of the study. Questionnaires were distributed to the teachers at their time of convenience which was then collected after one week. Head teachers, school proprietors and school inspectors were interviewed on appointment from their respective offices at the time of data collection; the interviews lasted for one (01) hour to seek for their opinion regarding the study at hand.

### **3.9 Data Analysis**

Qualitative and quantitative techniques were used to analyze the data.

### **3.9.1 Quantitative Data Analysis**

During and after data collection, quantitative data was edited, coded, classified and tabulated. Data was finally analyzed using statistical package for social sciences (SPSS) version 20.

Descriptive statistics enabled the researcher to synthesize and summarize the quantitative data. The descriptive statistics described the sample in terms of responses to the question using Mean and Standard Deviation. The Pearson product moment correlation coefficient was used to determine the degree of relation between the two variables and in this case, correlation coefficient was obtained to examine the relationship between the Directorate of Education Standards practices on the management of education programs in private secondary school in Kampala City.”

### **3.9.2 Qualitative Data Analysis**

Qualitative data from school head teachers, school proprietors and school inspectors were analyzed through content analysis. This involved transcribing and describing the recorded data. The findings were analyzed and then discussed under the sub themes of the study. Conclusions were drawn from the observations based on the data analysis. The strength of qualitative data was based on researching people in their natural setting, stressing interpretations and meanings and achieving a deeper understanding of the respondents’ knowledge on the study.

### **3.10 Ethical Considerations**

A consent form (Appendix VII) was provided entailing details about confidentiality on the side of respondents that whatever they disclosed was treated with utmost secrecy.

A plagiarism test was done to determine the level of originality of the study under investigation.

The researcher addressed ethical issues when reporting the collected data, this was done by avoiding opinions that suggest bias based on gender, sexual orientation, racial or ethnic group, disability or use of specific research language was sensitive to the stereotyped labels and knowledge participation of people in the study.

Confidentiality of identity and any information given was guaranteed. and the identity of respondents was confidential.

The researcher obtained a letter of introduction from the Faculty of Educational management, Makerere University and sought for permission from the management of private secondary schools in Kampala Capital City Authority to administer the questionnaires and interview guides to the head teachers, school proprietors, inspectors and teachers (Refer Appendix vii).

Information given was acknowledged by the researcher from various respondents like head teachers, school proprietor, school inspectors and teachers as a matter of courteousness.

## Chapter Four

### Data Presentation, Analysis And Discussion Of Findings

#### 4.0 Introduction

This chapter dealt with the presentation of data, analysis and discussion of the findings of the study. This was done according to the objectives of the study. The researcher used frequency distribution tables in presenting the data and use of themes in support of the qualitative data. Pearson Moment correlation coefficient was used to examine the relationship between the Directorate of Education Standards supervisory practices and the Management of Education Programmes in Private Secondary Schools in Kampala City.

#### 4.1 Questionnaire and Interview Guide Return Rate

The researcher distributed 67 questionnaires to class teachers, however on returning the questionnaires, 61 questionnaires for teachers were returned and these were considered for data analysis.

Statistically, the Number of Questionnaires Distributed

#### Questionnaire Return Rate

Number of Questionnaires

$$\frac{61}{67} \times 100 = 91.0\%$$

91.0% Questionnaires

Response Rate

Interview Guides distributed

$$\frac{45}{51} \times 88.2\%$$

88.2% Interview Sessions

## 4.2 Demographic Features of the Respondents

This section discussed the background information of the respondents (Class Teachers) who were relevant to the study. A case in point is gender, age bracket, working experience and highest level of respondents were of great relevance to the study. Their analysis was done in frequencies and percentages which are presented in tables as follows: -

Respondents were asked about their gender and the responses that were obtained are reflected in Table 4.1.

**Table 4.1: Distribution of Respondents by Gender**

Category	Frequency	Percent
Male	28	45.9
Female	33	54.1
<b>Total</b>	<b>61</b>	<b>100.0</b>

Age Category	Frequency	Valid Percent
21-30	8	13.1
31-40	34	55.7
41 and above	19	31.1
<b>Total</b>	<b>61</b>	<b>100.0</b>

Experience	Frequency	Valid Percent
0-3 years	6	9.8
4-7years	10	16.4
8-11 years	5	8.2
12-15 years	24	39.3
16 years and above	16	26.2
<b>Total</b>	<b>61</b>	<b>100.0</b>

<b>Education Background</b>	<b>Frequency</b>	
Diploma	4	6.6
Bachelor's Degree	48	78.7
Post graduate	6	9.8
Master's Degree	3	4.9
<b>Total</b>	<b>61</b>	<b>100.0</b>

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**Source: Primary Data (2022)**

In reference to Table 4.1, 28(45.9%) of the respondents were male while 33(54.1%) were female. It was noted that majority of the respondents were female as compared to the male respondents, this implied that the female teachers appeared to be available, approachable and welcoming. In addition, the females actively and voluntarily participated in the study as compared to the male respondents. Gender was relevant in this study because it was important to identify the various views of both male and female teachers.

**Age Bracket**

Table 4.2 shows the age bracket of respondents, 08(13.1%) were 21-30 years, 34(55.7%) were 31-40 years, 19(31.1%) were 41 years and above. It was established that majority of the respondents were 31-40 years. It was established that all teachers were mature enough and relevant to the study, the information they provided was reliable which hence helped to enrich the study. Overall, the implication is that mature and professionally relevant respondents provide reliable insights that reflect both practical experience and innovative perspectives, enhancing understanding of how education programmes are planned,

organized, and directed in private secondary schools. This strengthens the study's findings and supports effective management decisions.

### **Work Experience**

In reference to the Table 4.3: it was noted that 06(9.8%) of the teachers served for 0-3 years, 10(16.4%) for 4-7 years, 05(8.2%) were 8-11 years, whereas 24(39.3%) had served for 12-15 years of service, it was noted that 16(26.2%) had served for 16 years and above. Findings indicated that all the teachers had the experience in the education service hence their views and opinions were pertinent to the study. The researcher sought to reflect the varying levels of work experience of respondents to give a comprehensive picture of the findings regarding the management of education programs. Fischer (2007) found that teachers' greater involvement in formal social activities and their experiences, such as school clubs and organizations, was related positively to their work experience.

### **Highest Level of Education**

According to the findings in Table 4.4, 4(6.6%) were of grade diploma, 48(78.7%) were of Bachelor's degree whereas 06(9.8%) of the respondents were of diploma level while 03(4.9%) were Master's Degree. It was noted that majority of the respondents were Bachelor's degree holders. This implied that majority of these were experienced cadres in the education sector and were competent enough to influence the activities of education standard agencies on the education management in private secondary Schools. Similarly, the research of Robert (1999) shows that people having higher level of education are more knowledgeable and possess rich information as compare to lower level of education.

### 4.3 Dependent Variable: Management of Education Programs

This section dealt with management of education programs as a dependent variable.

**Table 4.2: Management of Education Programs**

Management of Education Programs	SA F(%)	A F(%)	D F(%)	SD F(%)	Mean	Std
Head teachers carry out Supervision of Teachers	29 (48%)	22 (36%)	06 (10%)	04 (07%)	2.46	1.08
Regular monitoring is carried out in class and around the school	08(13%)	10(16%)	13(22%)	30(49%)	2.67	1.22
Head teachers carry out meeting to check on the performance of the schools.	22(36%)	13(21%)	15(25%)	11(18%)	2.73	1.13
School has a time table to give guidance on school programs.	22(37%)	14(23%)	17(29%)	08 (12%)	2.85	1.05
There is Delegation of School Programs to Ensure Effectiveness	13(21%)	22(37%)	11(18 %)	15(24%)	2.54	1.08
Discipline and code of conduct among teachers and students are given priority	27(43%)	12(25%)	12(21 %)	10(11%)	2.98	1.05

**Source: Fields Data (2022)**

According to Table 4.2, Head teachers carry out Supervision of Teachers as indicated by 29(47.5%) agreed, while 10(16.4%) disagreed. This was represented by a mean value of 2.46 and Standard deviation of 1.08. It was noted that it is the responsibility of the head teachers to ensure supervision of activities in schools, nevertheless, on average supervision is carried out to ensure progress of school programs. Whereas there have been changes in the curriculum, it is the duty of the head teachers to guide and ensure the teachers teach the right content in class. It is also important to note that as head teachers take charge of their responsibilities, the education standard agencies have the obligation to monitor and evaluate the education provided by schools and institutions, train teachers and ensure certification, ensure compliance to policy development, analyze the institutions capacity in delivering education and fostering and equitable and effective education system. It is quite absurd that standard education agencies have not taken full responsibility to implement standards in schools in Kampala District and hence affected the management of secondary school programs.

In reference to 4.2, regular monitoring is carried out in class and around the school. It was found out that 18(29%) strongly agreed, while 43(71%) disagreed. Results indicated that a mean of 2.67 and STD of 1.22 was obtained. It is not always effective, head teachers are always compounded with a lot of administrative activities that at some point, postpone school activities and this often affects management of school programs.

According to Table 4.2, Head teachers carry out meeting to check on the performance of the schools as indicated by 35(57%) agreed, 26(43%) disagreed. It was noted that

majority of the respondents agreed as supplemented by a mean of 2.73 with a STD of 1.13, implying that meetings are often carried out in private secondary schools, these are mainly carried out at the beginning of the term, mid-term and end of year to review performance, amend work programs, update the teaching staff on changes in school and to carry out reviews on how best school programs / activities can be carried out or performed to ensure proper administration and management of school programs in private secondary schools. However often times; always what has been resolved in meetings takes long to be implemented and this somehow affects the management of private secondary schools.

According to Table 4.2, the school has a time table to give guidance on school programs as indicated by 36(60%) who agreed, 25(40%) disagreed. It was noted that majority of the teachers agreed, a mean of 2.85 and a standard deviation of 1.05 was obtained. It was noted that the time table is designed at school to provide a framework of duties and responsibility as per every teaching staff. It further provides teachers with the teaching sessions and time intervals for lessons in class. It is important in schools at every level and class because it provides a platform for teachers to follow in execution of work duties. Whereas school time tables exist in private secondary schools, often times, they are not followed and adhered to by some teachers and as a result, it affects management of private secondary schools.

According to Table 4.2, there is Delegation of School Programs to Ensure Effectiveness as indicated by 35(58%) agreed, 26(42%) disagreed. Findings noted that 2.54 was registered as a mean score while 1.08 was registered as standard deviation. It was noted

that whereas delegation is an embraced practice of management in private secondary schools. Often times, it does not yield better results, it comes with performance gaps, failure to meet expectation as guided consistently affects management of private secondary schools in Kampala City.

In reference to 4.2; Discipline and code of conduct among teachers and students are given priority. It was found out that 39(68%) agreed, whereas 22(32%) disagreed. A mean of 2.98 was obtained and a standard deviation of 1.05 was registered. It was found out that amidst all other challenges, discipline is a serious challenge in private secondary schools. It was noted that most private secondary schools have rules and regulations that govern school programs; however, many are not adhered to by teachers and students. It was noted that absenteeism without genuine reasons often occurs between teachers and students, fights that come with unreasonable causes, verbal and inappropriate communication between teachers and students. This underrates the existing policies and rules in private secondary school which often times escalate to strikes in school hence affecting the management of private secondary schools in Kampala City.

**Objective One: Description to Examine Routine Inspection and Management of Education Programs in Private Secondary Schools in Kampala City.**

This section dealt with the relationship between routine inspection and management of education programs private secondary schools in Kampala City. Mean and standard deviation was obtained to examine the contribution of standard education agencies.

**Table 4.3: Description to Examine Routine Inspection on Education Management of Private Secondary Schools in Kampala District. (N=61)**

<b>Routine Inspection</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std</b>
	<b>F(%)</b>	<b>F(%)</b>	<b>F(%)</b>	<b>F(%)</b>		
Private schools have structures i.e. classrooms, staff room and administrative offices.	24 (39%)	20 (33%)	08 (13%)	09 (15%)	2.409	1.553
Private schools comply to the standards of teaching and learning as guided by the Ministry of Education and Sports	22 (36%)	13 (21%)	12 (20%)	14 (23%)	2.639	1.096
Private schools are reluctant on the implementation of policies required by the MoES.	22 (36%)	15 (25%)	14 (22%)	10 (16%)	3.131	1.323
Private schools have enough space for structures and compound for co-curricular activities	20 (33%)	17 (28%)	18 (30%)	06 (10%)	2.738	1.516
Private schools do not tap water for cleaning hands for both students and staff	23 (26.4%)	28 (32.2%)	22 (25.3%)	14 (16.1%)	3.754	1.247
Schools employs highly competent teaching staff	21 (34%)	15 (25%)	11 (18%)	14 (23%)	2.803	1.481
Private schools are overcrowded and students are overwhelming	16 (26%)	20 (33%)	11 (18%)	14 (23%)	2.246	1.349

**Source: Primary Data, (2025)**

In response to the Table 4.3, findings show that majority 44 (72%) of the respondents agreed that private schools have structures i.e. classrooms, staff room and administrative offices. A significant portion 17(28%) of the respondents disagreed, a moderate measurement about private secondary schools having structures ie classrooms, staff room and administrative offices. This was represented by a mean value of 2.409 and Standard deviation of 1.553. findings suggested that private secondary schools typically have organized physical layouts consisting of classrooms for teaching, staff rooms for teachers to collaborate, prepare and administrative blocks for managing school operations, data further noted that private school prioritize providing infrastructure to support teaching, learning and administrative functions which is an essential element for effective educational management. This is on average however; many more private schools have not followed the right process to carryout educational services. Many are on limited space with congested classrooms, unplanned education programs, limited teachers and gaps in performance. These schools are fully in operation which greatly questions the works of education standards agencies in as far as quality standard and inspections are concerned. Head teacher of school A, was quoted. *Inspectors of schools overwhelmingly give pressure in private secondary school and this brings frustration over the complexity and burden of meeting regulatory requirements, such as curriculum standards, teacher qualifications, and infrastructure mandates”*

**Private schools comply with the standards of teaching and learning as guided by the Ministry of Education and Sports**

Results in 4.3, indicate that 35 (57%) agreed that regular checks are conducted while 26 (43%) disagreed, implying that majority agreed with the statement that private schools

comply with the standards of teaching and learning as guided by the Ministry of Education and Sports. As supported by the moderate mean score and standard deviation of (M.2.639, STD. 1.096), it gives a prediction that on average private schools comply with the standards of teaching and learning as guided by the Ministry of Education and Sports, findings show that private schools prioritize meeting regulatory requirements and ensuring quality education by following guidelines established by the Government under the Ministry of Education and Sports. This compliance demonstrates a commitment to maintaining educational excellence and accountability within the private school sector. It is further added that schools that fails to fulfill these requirements and found in operation are either closed or suspended to put right what is missing for the purpose of fulfilling standards required. However, this calls for routine inspection and regular monitoring to ensure proper management of private secondary schools in Kampala District. Head teacher school E, Said. *resource constraints, such as limited funding for maintaining facilities, purchasing educational materials, or hiring qualified staff, impact the ability to meet inspection standards.*”

**Private schools are reluctant on the implementation of policies required by the MoES.**

Results in 4.3, indicate that 37 (61%) agreed while 24 (38%) disagreed with the statement that private schools are reluctant on the implementation of policies required by the MoES. A moderate mean range of (M.3.131, STD, 1.323), this suggested that private secondary schools often do not implement policies, and this reflects hesitation or resistance in fully implementing policies mandated by the Ministry of Education and Sports. It implies a potential discrepancy between the regulations set by the government

and the actions taken by private schools, which could impact the consistency and effectiveness of educational practices. Addressing this reluctance is crucial by the Directorate of Education Standards to ensure that private schools align with national education standards and fulfill their obligation in providing quality education. Head teacher school D said, *“Head teachers may identify the need for additional training and support to effectively implement educational reforms or address areas flagged during inspections.”*

**Private schools have enough space for structures and compound for co-curricular activities**

Majority, 37 (61%) of the respondents agreed with the statement while 24 (40%) disagreed with the statement. As regards findings as obtained, a Moderate mean was obtained on the statement; private schools have enough space for structures and compound for co-curricular activities with a (M, 2.738, STD, 1.515), it was noted that private schools typically possess adequate space not only for essential structures like classrooms and administrative building but also for outdoor areas dedicated to co-curricular activities, this indicates a commitment to providing a well-rounded educational experience that encompasses not just academic learning but also co-curricular development, having sufficient space for both types of activities enhances the overall education environment and promotes growth among students. Head teacher school E said, *“Head teachers may discuss how inspections influence teaching practices, student performance, and overall school climate, either positively by encouraging innovation and improvement or negatively by fostering a culture of compliance over creativity. In addition, Head teachers may share their views on the fairness and transparency of the*

*inspection process, including concerns about subjective judgments, inconsistency among inspectors, and the adequacy of feedback provided.”* In my opinion as a researcher; these qualitative findings can provide valuable insights into the experiences, challenges, and perspectives of head teachers in private secondary schools regarding monitoring and routine inspection processes.

### **Schools Employ Highly Competent Teaching Staff**

Results indicate that 36 (59%) agreed that schools employ highly competent teaching staff while 25 (41%) disagreed; this had a mean score of (M. 280, STD. 1.481), findings suggest that private schools often employ teaching staff who are highly skilled and competent in their respective fields. It implies that these schools prioritize hiring educators with strong qualifications, expertise and teaching abilities. This commitment to quality staffing contributes to providing students with high standards of education and fosters an environment conducive to academic excellence and personal growth. Findings on the other hand suggested that some Directorate of Education Standards officials are corrupt and many are bribed not to implement their activities in schools, this often violates the quality of education and affects management of private secondary schools. In an interview with school Proprietors E...., *“He expressed concerns about the difficulties in ensuring full compliance with regulations due to various factors such as resource constraints, administrative burdens, and staff turnover.”*

### **Private schools are overcrowded and students are overwhelming**

Findings indicate that private schools are overcrowded and students are overwhelming; a mean range of 2.246 and a standard deviation of 1.349 were assumed with 36 (59%) of the respondents agreeing and 25(41%) disagreeing with the statement. Findings indicated

that overcrowding in schools can lead to students feeling overwhelmed due to larger class sizes and limited individual attention from teachers. This could impact the quality of education and students well being. Its important for schools to address these issues through measures like hiring more teachers, implementing smaller class sizes or offering addition support services for students to ensure management of private secondary schools in Kampala City. School Proprietors A said...., *“we may appreciate the feedback received during inspections as it helps them identify areas for improvement and gauge the effectiveness of their management practices.”* School Proprietors D said...., *it is important because it helps to discuss the allocation of resources to address identified shortcomings, including investment in infrastructure, staff development, and curriculum enhancement.*

**Table 4.4: The Pearson Product Moment Correlation Index Obtained on Routine Inspection and Management of Education Programs in Private Secondary Schools in Kampala City.**

<b>Response</b>		<b>Routine Inspection</b>	<b>Management of Education Programs</b>
Routine Inspection	Pearson Correlation	1	.587**
	Sig. (2-tailed)		.000
	N	61	61
Management of Education programs	Pearson Correlation	.587**	1
	Sig. (2-tailed)	.000	
	<b>N</b>	<b>61</b>	<b>61</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.4 above, the Pearson product moment correlation index obtained on routine inspection and management of education programs is represented as ( $r = .587$ ,  $n = 61$ ,  $P = 0.000 < .05$ ). The correlation coefficient ( $r$ ) of 0.987 indicates a high correlation between routine inspection and management of education programs in private secondary schools. With a sample size of ( $n = 61$ ) and a significant p-value ( $p = 0.000 < 0.05$ ), this correlation is moderately reliable. This implied that the moderate correlation suggests that private secondary schools with robust routine inspection practices, private secondary schools adhere to better and more effective education management. This indicates that regular oversight and assessment play a crucial role in ensuring the smooth operation and quality of education in private secondary schools, schools can use monitoring and routine inspection as tools for quality assurance, identifying areas for improvement, and maintaining high standards in various aspects of education management such as curriculum delivery, teacher performance, and infrastructure maintenance. The findings underscore the importance of ongoing monitoring and inspection processes as part of a cycle of continuous improvement. Schools can use data obtained from these activities to make informed decisions, implement targeted interventions, and enhance overall educational outcomes. School Proprietor C said..... *“We may have opinions on the fairness and consistency of inspection processes, including the criteria used for evaluation and the professionalism of inspectors. As a researcher, it is important for such kind of insights because they provide valuable perspectives on the complex dynamics of monitoring and routine inspection in private secondary schools, helping policymakers and educators refine strategies for enhancing education management practices.”*

In an interview with a school Inspector on monitoring and routine inspection of education management in private secondary schools, he said main activities assessed include; assessments of leadership effectiveness, curriculum implementation, teacher quality, student outcomes, and overall school performance.

Inspectors may observe the extent to which school leaders provide vision and direction, ensure compliance with regulations, foster a positive learning environment, and support professional development. They may also examine how well schools engage with parents and the communities, manage resources, and address any challenges or areas for improvement. These findings help inform recommendations and interventions to enhance the quality of education in private secondary schools.

**Objective Two: Description to examine the Relationship between Supervision of Education Programs on Management of Private Secondary Schools in Kampala City**

This section dealt with the relationship between supervision of education programs on education management of private secondary schools in Kampala City.

Supervision of education programs in this study involves actively overseeing and guiding individuals or processes to ensure they are performed correctly and effectively; this involved direct involvement and guidance.

**Table 4.5: Descriptive Statistics on Supervision of Education Programs on Management of Private Secondary Schools in Kampala City. (N=61)**

<b>Supervision of Education Programs</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mea</b>	<b>Std</b>
	<b>F(%)</b>	<b>F(%)</b>	<b>F(%)</b>	<b>F(%)</b>	<b>n</b>	
In my school, I rarely see inspectors doing their work	9 (15%)	11 (18%)	16 (26%)	25 (41%)	2.639	1.528
Teachers are often times given guidance on the new curriculum development	22 (36%)	21 (34%)	13 (21%)	05 (08%)	3.590	1.509
In my school, inspectors check on the availability and use of instructional materials	18 (30%)	21 (34%)	12 (20%)	10 (16%)	2.721	1.427
Assessment of school environment, administration, latrines, classrooms is carried out in our school	19 (31%)	17 (28%)	15 (25%)	10 (16%)	2.459	1.298
In my school, official from the MoES use meeting to discuss irregularities in private secondary schools	22 (36%)	20 (33%)	07 (11%)	12 (20%)	2.918	1.464
Private secondary school that fail to comply with the standard education agencies policies are closed	21 (34%)	20 (33%)	12 (20%)	08 (13%)	2.754	1.524
In my school, there are regular follow ups to ensure compliance to standard education procedures in private secondary schools	12 (20%)	14 (23%)	15 (25%)	20 (33%)	3.475	1.490
<b>Total Average</b>					<b>2.937</b>	<b>1.463</b>

**Source: Fields Data (2022)**

**In my school, I rarely see inspectors doing their work**

Results in 4.5, indicate that 20 (33%) of the respondents believe that schools rarely see inspectors doing their work. Slightly, 41 (67%) disagreed. Study findings indicated a

moderate mean and standard deviation on the statement, in my school, I rarely see inspectors doing their work; a means of 2.639 and STD – 1.528 was obtained, which suggests a moderate influence, findings indicated that there is a perceived lack of inspection activities in private secondary schools, this implies potential issues with oversight and accountability in ensuring quality education and adherence to standards. Inspections play a crucial role in Monitoring and maintain education standards, so the absence of inspectors might raise concerns about the overall quality and effectiveness of private secondary schools which hence affects management of activities to ensure quality standards. In an interview with Head teacher school C, *“he expressed a belief in the significance of supervision for effective education management, citing its role in maintaining quality standards, supporting teachers, and enhancing student outcomes.”*

In reference to the Table 4.5; findings indicated that teachers are often times given guidance on the new curriculum development and this assumed a mean and standard deviation of (M -3.590, STD - 1.509). Results also in Table 4.5, indicate that 43 (70%) agreed that the sessions involve discussions on topic such as menstrual hygiene and personal cleanness while 18 (29%) disagreed. This implied that teachers receive guidance on developing new curriculum from inspectors affiliated with the Ministry of Education and Sports. This suggests a structured approach to curriculum development where inspectors play a significant role in providing direction and support to educators. It also implies level of involvement and oversight from the Ministry in shaping the educational content delivered in schools, ensuring alignment with standards and educational goals. In addition, Head Teacher School D, said, *“Inspectors could highlight challenges such as*

*limited resources, time constraints, and difficulties in balancing administrative tasks with supervisory responsibilities.”*

According to Table 4.5, Majority, 39(64%) of the respondents agreed with the statement while 24 (27.6%) disagreed with the statement. A moderate mean score and standard deviation was also obtained as (M – 2.721, STD – 1.427), this implied that school inspectors may consistently check on the availability and use of instructional materials, this could imply potential gaps in monitoring the resources necessary for effective teaching and learning, insufficient instructional materials could hinder the quality of education provided in schools, impacting students learning experiences, addressing this issue may require greater emphasis on inspecting and ensuring the adequacy and utilization of instructional materials during inspection process as a way of improving management of private secondary schools in Kampala City. In an interview still, Head teacher school A, *“expressed a desire for additional support and training in supervision techniques, particularly regarding providing constructive feedback, fostering teacher development, and implementing best practices.”* In my view and opinion as a researcher, these findings could provide valuable insights into the experiences, perceptions, and needs of head teachers regarding supervision in private secondary schools' education management.

Results noted that 36 (59%) of the respondents agreed with the statement while 25 (41%) disagreed with the statement. Study findings indicated that assessment of school environment, administration, latrines, and classrooms is carried out in our school, this also had a mean score of 2.4590 and a STD of 1.298, this indicated that assessment of the school environment including administration, latrines and classrooms may not be

consistently conducted in private secondary schools. This could indicate a potential oversight in evaluating the overall infrastructure and operational aspects of these institutions. Assessing the school environment is crucial in ensuring the well – being and safety of students and staff as well as maintaining a conducive learning environment. Therefore, there may be a need to enhance inspection procedures to include comprehensive assessments of all aspects of the school environment in private secondary schools to improve management of activities.

In reference to Table 4.5, a mean score of 2.918, STD – 1.463 was obtained on a statement; in my school, officials from the MoES use meeting to discuss irregularities in private secondary schools, Results also indicated that 42(69%) agreed that follow-up support or counseling is provided while 19 (31%) disagreed. It was noted that often time the ongoing discussions suggest that there may be considerations regarding inspectors from the Ministry of Education and Sports utilizing meetings to address irregularities in private secondary schools in Kampala City. This indicates a potential forum for addressing issues and ensuring accountability within the education, utilizing meetings for such discussions could facilitate collaborations, problem solving and implementation of corrective measures to address identified irregularities effective to enhance management of activities in secondary schools in Kampala City. School Proprietors of School C in an interview said, *“Inspectors through supervision may emphasize the importance of supervision in ensuring academic quality, student discipline, and overall school performance.”*

Results in 4.5 indicate that 41 (67%) agreed while 20 (33%) disagreed. Study findings indicated that private secondary schools that fail to comply with Education Standard Agencies policies are closed, a mean and standard deviation was obtained as (M- 275, STD 1.524), this implied that private secondary schools that fail to comply with the education policies may not always be closed by inspectors of schools. This could indicate lenient enforcement approach or potential challenge in implementing sanctions against the non-compliant institutions. Failure to close non compliant schools may raise concerns about accountability and effectiveness of regulatory measures in upholding educational standards and this has continued to affect the management of private secondary schools. In addition, Proprietors of school B said, *“Challenges such as limited resources for supervision, difficulty in finding qualified supervisors, or resistance from staff towards supervision processes. He added that inspectors may discuss how effective supervision positively impacts teaching methodologies, student engagement, and ultimately, academic outcomes.”*

Majority, 35 (58%) of the respondents disagreed with the statement while 26(43%) disagreed with the statement. In reference to Table 4.5 indicated that there are regular follow ups to ensure compliance to standard education procedures in private secondary schools, a mean and standard deviation was also obtained as (M- 3.475, STD – 1.490), this implied that there may be inconsistencies in conducting regular follow – ups to ensure compliance with standard education procedures in private secondary schools. This suggests potential gaps in monitoring and oversight mechanism which could impact the quality of education delivered in these institutions, regular follow – ups are essential for maintain accountability, identifying areas of improvement and ensuring adherence to

established standards, addressing this issue may require enhancing inspection procedures and allocating adequate resources for sustained monitoring and follow up activities in private secondary schools. In an interview further still with Proprietor of school A, He said, *“There is need for ongoing training and professional development for supervisors to enhance their effectiveness in evaluating teachers and implementing improvement strategies. He added that they may discuss interactions with regulatory bodies regarding supervision standards, compliance requirements, and the impact on school operations and similar information is brought to us at schools to check compliance standards.*

**Table 4.6: The Pearson Product Moment Correlation Index Obtained on Supervision and Management of Education programs in Private Secondary Schools in Kampala City.**

<b>Response</b>		<b>Supervision</b>	<b>Management of Education Programs</b>
Supervision	Pearson Correlation	1	.578**
	Sig. (2-tailed)		.000
	N	61	61
Management of Education programs	Pearson Correlation	.578**	1
	Sig. (2-tailed)	.000	
	<b>N</b>	<b>61</b>	<b>61</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.6 above, the Pearson product moment correlation index obtained on supervision and education management is represented as ( $r = .578$ ,  $n = 61$ ,  $P = 0.000 < .05$ ). The correlation coefficient ( $r$ ) of 0.578 indicates a moderate positive correlation between supervision and education management in private secondary schools. With a p-value of 0.000 (which is less than 0.05), this correlation is statistically significant, suggesting that

there is a meaningful influence between supervision and education management. This implies that schools need to consider implementing or enhancing supervision strategies to improve education management practices. This could involve regular monitoring, mentorship programs, or professional development for supervisors. Educational institutions could develop training programs for supervisors to improve their skills in education management, leading to better outcomes for students and Continuous evaluation and assessment of supervision practices and their impact on education management should be conducted to ensure sustained improvement and adaptation to changing educational needs. In my view however, the findings would offer insights into the perspectives and experiences of school proprietors regarding supervision in education management within private secondary schools. In an interview with the Inspector of schools, he said, *“they may find discrepancies in how resources are allocated, such as funding for educational materials, facilities maintenance, and teacher training programs. In addition, observations may reveal variations in how effectively schools implement the prescribed curriculum, including the extent to which it aligns with national standards and meets the needs of students.”*

In interview still, Inspectors said, *“they identify differences in the qualifications, experience, and pedagogical approaches of teachers, which can impact the quality of instruction and student learning outcomes. Inspections may uncover insights into student engagement levels, classroom management strategies, and disciplinary practices employed by school staff.”* In my opinion, these qualitative findings provide valuable insights into the strengths and areas for improvement within private secondary schools'

education management practices, helping to guide policy development, resource allocation, and capacity-building initiatives.

**Objective Three: Description to Examine the Relationship between Monitoring of Education Standards on the Management of Private Secondary Schools in Kampala City.**

This section dealt with the Relationship between Monitoring of Education Standards and Management of Private Secondary Schools in Kampala City.

**Table 4.7: Descriptive Statistics between Monitoring of Education Standards and Management of Education Programs in Private Secondary Schools in Kampala**

<b>Monitoring of Education Standards</b>	<b>SA F(%)</b>	<b>A F(%)</b>	<b>D F(%)</b>	<b>SD F(%)</b>	<b>Mean</b>	<b>Std</b>
In my school, policies and procedures of service as guided by the MoES are followed	22 (36%)	20 (33%)	10 (16%)	09 (15%)	3.066	1.493
As school management, we ensure adequate instructional materials to enable teaching and learning process	23 (38%)	16 (26%)	12 (20%)	10 (16%)	3.180	1.533
In my school, teachers are qualified and have experience in education management and administration	22 (36%)	25 (41%)	10 (16%)	04 (07%)	2.869	1.522
The environment is conducive and accommodating to enable academic excellence	20 (33%)	17 (28%)	08 (13%)	16 (26%)	2.705	1.358
Security and safety measures are given priority in school	23 (38%)	16 (26%)	12 (20%)	10 (16%)	2.852	1.589
The syllabus is always completed on time as guided by MoES	21 (34%)	14 (39%)	10 (16%)	16 (26%)	3.148	1.515
<b>Total Average</b>					<b>3.077</b>	<b>1.488</b>

**Source: Fields Data (2022)**

In reference to Table 4.7; a mean and standard deviation were obtained as follows; (M. 3.067, STD – 1.493) an implication of a moderate influence, it was noted that in my school, policies and procedures of service as guided by the MoES are moderately followed; findings further indicated that 42(39) agreed while 10(31%) disagreed with the statement. Findings indicated that policies and procedures are moderately followed because ensuring compliance and Sports Guidelines demonstrates a commitment to maintaining high standards and effective management, this adherence to policies and procedures fosters a conducive learning environment and contributes to overall quality of education provided to students. This however is still lacking in some private secondary schools in Kampala City. In an interview with the Head Teacher of school B, he said; *“there are challenges in allocating resources effectively to meet education standards due to limited funding or competing priorities. In addition, he added the difficulties in aligning curriculum delivery with prescribed standards, balancing academic rigor with practical considerations.”*

Findings in Table 4.7 noted that as school management, we ensure adequate instructional materials to enable teaching and learning process, this statement obtained a mean range score of (M.3.180, STD – 1.533) signifying a moderate influence, further still 39(64%) strongly agreed, 22(36%) disagreed. It was noted that providing adequate instructional materials is crucial for facilitating effective teaching and learning processes in private secondary schools. By ensuring access to necessary resources, school management supports educators in delivering quality education and empowers students to engage actively in their learning journey. This commitment enhances the overall educational

experience and promotes academic success among students; however, gaps in implementation in some private schools in Kampala City still exist. Head teacher of school C, noted, *“The importance of ongoing professional development for teachers to ensure they are equipped to implement standards effectively, he also revealed variations in assessment practices and the need for standardization to accurately measure student learning outcomes.”* Head teacher of school D, said; *“the inadequate infrastructure and facilities hinder the implementation of standards, affecting the learning environment and student well-being.”* He further indicated the importance of involving parents and the local community in supporting the implementation of education standards fosters a collaborative approach to education.”

In addition, it was noted from the findings that; a low mean range of (M-2.868, STD – 1.522) was obtained on a statement that teachers are qualified and have experience in education management and administration, in relation to the obtained findings, it was noted 47(77%) agreed while 14(23%) disagreed with the statement that having qualified and experienced teachers who are proficient in both education management and administration is essential for maintaining the high standards of private secondary schools. Their expertise ensures effective leadership, smooth operation, and optimal learning outcomes for students. This combination of qualifications and experience contributes significantly to the overall success and reputation of the school. Nevertheless, in some Private Secondary schools, implementation still had gaps. In an interview with a Proprietor of school C, *“he expressed varying levels of the importance placed on adhering to education standards, citing reasons such as enhancing academic quality, meeting regulatory requirements, or fostering reputation and trust within the*

*community.*” In addition, Proprietor of school C, said. “*Challenges encountered in implementing education standards include financial constraints, limited resources, difficulty in recruiting qualified staff, or navigating complex regulatory frameworks.*”

In reference to Table 4.7, it was noted 37(61%) agreed with the statement while 24(39%) disagreed. It was noted that majority of the respondents agreed with the statement that the environment is conducive and accommodating to enable academic excellence, a mean range of M - 2.705, STD - 1.358 was obtained. It was noted that creating a conducive and accommodating environment is paramount for fostering academic excellence in private secondary schools. By prioritizing factors such as safety, inclusivity, supportive relationships, and access to resources, the school cultivates an atmosphere where students can thrive academically. This environment encourages motivation, engagement, and positive learning experiences, ultimately facilitating the achievement of academic excellence for all students. Proprietor of school A said, “*It is important to discuss how they allocate resources (financial, human, and material) to ensure compliance with education standards, including investments in teacher training, curriculum development, infrastructure, and technology.*” In an interview with the school inspector, he takes note of the following in schools; “Inspectors note disparities in resource allocation among private schools, impacting their ability to meet educational standards uniformly. Some schools struggle to fully implement the prescribed curriculum due to resource constraints, leading to variations in teaching quality and content coverage.

According to the findings as obtained in Table 4.7, it was noted that security and safety measures are given priority in school, a mean of (M-2.853 and STD – 1.589) was

obtained, this indicated that a low influence and based on the findings. It was found out that 29(64%) agreed while 22(36%) disagreed with the statement. It was noted that prioritizing security and safety measures in private secondary schools is essential to ensure the well-being and peace of mind of students, staff, and visitors. Implementing robust security protocols, such as surveillance systems, controlled access points, and emergency response procedures, helps mitigate risks and create a secure learning environment. By prioritizing security measures, the school demonstrates a commitment to safeguarding its community and fostering an atmosphere conducive to learning and personal development. In addition, Inspectors observe. “a need for ongoing teacher training to ensure proficiency in delivering curriculum content and adopting effective teaching methodologies. Variability exists in assessment practices across schools, with some employing innovative methods while others rely on traditional approaches, impacting students' learning outcomes.” Further still Inspectors highlight... *“Disparities in infrastructure and facilities, affecting the overall learning environment and student engagement. The effectiveness of school governance and management structures varies, influencing the implementation of education standards and overall school performance.”*

Findings indicated that the syllabi is always completed on time as guided by MoES, a mean and STD of (M – 3.147, STD – 1.514 was obtained. It was noted that a moderate influence was obtained. Further still, 35(73%) agreed while 26(42%) disagreed. This indicated that completion of syllabuses in private secondary schools within the allocated timeframes can vary depending on various factors such as teaching methodologies, student engagement, and unforeseen circumstances. While many schools aim to adhere to

the prescribed syllabuses, challenges such as scheduling conflicts, teacher availability, and unexpected disruptions may occasionally impact timely completion. However, effective planning, ongoing monitoring, and flexible instructional approaches can help optimize the likelihood of meeting syllabus deadlines and ensuring comprehensive coverage of curriculum content. In my view, *these qualitative findings provide insights into the challenges and successes in implementing education standards in private secondary schools, informing strategies for improvement and quality assurance efforts.*”

**Table 4.8: The Pearson Product Moment Correlation Index Obtained on Monitoring of Education Standards and Management of education programs in Private Secondary in Kampala City.**

<b>Response</b>		<b>Monitoring of Education Standards</b>	<b>Management of Education Programs</b>
Monitoring of Education Standards	Pearson Correlation	1	.678**
	Sig. (2-tailed)		.000
	N	61	61
Management of Education programs	Pearson Correlation	.678**	1
	Sig. (2-tailed)	.000	
	<b>N</b>	<b>61</b>	<b>61</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.8 above, the correlation coefficient (r) of 0.987, N=61, p=0.00 indicated a moderate correlation between monitoring, routine inspection and education management in private secondary schools. Based on the findings, it is concluded that private secondary schools with robust routine inspection plays a crucial role in ensuring the smooth operation and quality of education in private secondary schools, private

schools can use monitoring and routine inspection as tools for quality assurance, identifying areas for improvement, and maintaining high standards in various aspects of education management such as curriculum delivery, teacher performance, and infrastructure maintenance and this hence means school inspectors need to double their efforts to ensure rightful procedures and standards are following in private secondary schools. In the view with the head teacher, *“Compliance with regulatory requirements, such as licensing and accreditation, varies among schools, impacting their overall quality and accountability. Some schools demonstrate innovative approaches to education delivery and standards implementation, serving as models for improvement within the sector.”*

## **Chapter Five**

### **Discussions, Conclusion and Recommendation**

#### **5.0 Introduction**

This chapter presents the discussions, conclusions and recommendations in reference to the relationship of the Directorate of Education Standards practices on the management of education programs in private secondary schools in Kampala Capital City. The conclusions are drawn in alignment with the objectives and recommendations thereof. Areas of future research that can supplement this study are also suggested.

#### **5.1 Discussion**

##### **5.1.1 To examine the Relationship between Routine Inspection on Management of Education Programs in Private Secondary Schools in Kampala City.**

Findings indicated that private schools have structures i.e. classrooms, staff room and administrative offices obtained a mean and Standard deviation of (M-2.409, STD – 1.553), a mean of (M- 2.639, STD – 1.095) was obtained on private schools comply to the standards of teaching and learning as guided by the Ministry of Education and Sports. Further still, a mean range of 3.131, STD -1.323, was obtained on a statement that private schools are reluctant on the implementation of policies required by the MoES, A mean range of M-2.737, STD-1.515 was obtained on private schools have enough space for structures and compound for co-curricular activities, further still, a mean of M-3.754, STD, -1.247 was obtained on private schools do not tap water for cleaning hands for both students and staff, a mean of M-2.803 and STD of 1.481 obtained on schools employee highly competent teaching staff while a mean of 2.245 and STD 1.349 was obtained on

private schools are overcrowded and students are overwhelming, an average mean of 2.817 and STD – 1.366 was obtained, an implication that a moderate relationship and influence was obtained between Routine Inspection and Management of Education programs in Private Secondary Schools in Kampala City. This was similar to a study conducted by Edessa (2016), she affirms that lack of adequate teaching and learning materials is yet another factor that undermines quality education in most secondary schools in developing countries. Edessa (2016) notes that instructional materials are course contents intended to transfer essential knowledge or skills to students that should enable them to acquire factual ideas and develop professional careers. Research conducted by Ogbu (2015) pointed out that instructional materials help to facilitate teaching and learning, influences concrete and permanent changes in learning behavior. This means that in order to make sure quality education in government secondary schools, there must be adequate and relevant teaching and learning materials that allow effective and efficient learning to take place.

The Pearson product moment correlation index obtained on routine inspection and management of education programs is represented as ( $r = .587$ ,  $n= 61$ ,  $P=0.000<.05$ ). The correlation coefficient ( $r$ ) of 0.987 indicates a moderate correlation between monitoring and routine inspection on education management in private secondary schools. With a sample size of ( $n=61$ ) and a significant  $p$ -value ( $p=0.000 < 0.05$ ), this correlation is moderately reliable. This indicates that regular oversight and assessment play a crucial role in ensuring the smooth operation and quality of education in private secondary schools, schools can use monitoring and routine inspection as tools for quality assurance,

identifying areas for improvement, and maintaining high standards in various aspects of education management such as curriculum delivery, teacher performance, and infrastructure maintenance. The findings underscore the importance of ongoing inspection processes as part of a cycle of continuous improvement. Schools can use data obtained from these activities to make informed decisions, implement targeted interventions, and enhance overall educational outcomes. Awour et al., (2015) conducted research on factors affecting quality of education after the introduction of subsidized secondary school education policy in Rongai Sub- County, in Kenya. The purpose of the research was to analyze the factors that affected the quality of education after introduction of subsidized secondary school education policy. The research findings revealed that inadequate teaching and learning materials was one of the factors that adversely affected the provision of education in Rongai Sub- County after the introduction of subsidized secondary school education policy. This confirms that effective monitoring and regular inspection enhance curriculum delivery, teacher performance, infrastructure management, and overall school administration.

### **5.1.2 To Examine the Relationship between Supervision of Education Programs on Management of Education Programs in Private Secondary Schools in Kampala City.**

Based on the findings obtained, the average mean obtained on all items (M-2.936, STD – 1.463, a moderate influence was obtained and items as follows; In my school, I rarely see inspectors doing their work, a mean and standard Deviation of 2.6393, 1.52788 was obtained), a mean of 3.590, and standard deviation 1.509 was obtained on the statement; teachers are often times given guidance on the new curriculum development, it was

further noted that in my school a mean and standard deviation of M - 2.721 and STD – 1.427 was obtained on the statement in my school, inspectors check on the availability and use of instructional materials, it was further noted that a mean of 2.459, and standard deviation 1.298 was obtained on assessment of school environment, administration, latrines, classrooms is carried out in our school.

Further still, in my school, official from the MoES use meeting to discuss irregularities in private secondary schools; a mean of 2.9180 and standard deviation of 1.463 was obtained, a mean of 2.754 and standard deviation of 1.524 was obtained on the statement private secondary school that fail to comply with the standard education agencies policies are closed and finally 3.475 as mean and standard deviation 1.490 was obtained on the statement there are regular follow ups to ensure compliance to standard education procedures in private secondary schools, this indicated a moderate influence between Supervision of Education Programs on Management of Private Secondary Schools in Kampala City.

This was however similar to Asoka (2016) investigated the influence of the Inspectors supervision practices on management of public secondary schools in Langata Sub County in Nairobi County. The study used three objectives; whether the head teachers' use of meetings to guide teachers' work job performance; the extent to which the head teachers' provide instructional materials to influence teachers' work performance and whether the head teachers' endeavor to checking teachers' professional records and their work performance in public secondary schools in Langata sub- county.

The study revealed that 67.6% of teachers work performance was attributed to combination of a number of factors such as direct intervention of head teachers through meetings, consistently conducting lesson observation with guidance from Head teachers, model teaching sessions with teachers, provision of instructional resources, class room observation and checking of teachers' professional records that significantly influence teachers' work performance.

The Pearson product moment correlation index obtained on supervision and education management is represented as ( $r = .578$ ,  $n= 61$ ,  $P=0.000<.05$ ). The correlation coefficient ( $r$ ) of 0.578 indicates a moderate positive correlation between supervision and education management in private secondary schools. With a p-value of 0.000 (which is less than 0.05), this correlation is statistically significant, suggesting that there is a meaningful influence between supervision and education management.

This implies that private schools need to consider implementing or enhancing supervision strategies to improve education management practices. This could involve regular monitoring, mentorship programs, or professional development for supervisors. Educational institutions could develop training programs for supervisors to improve their skills in education management, leading to better outcomes for students and Continuous evaluation and assessment of supervision practices and their impact on education management should be conducted to ensure sustained improvement and adaptation to changing educational needs. This was in line with Brennen (2008) who explains that the it is the duty of school inspector through the Ministry of Education and Sports to supervise head teachers' to ensure that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice

variation and summary of major points at the end are used; teachers' use of teaching aids; teachers having a good relationship with their students and teachers following up the curriculum strictly.

Through inspectors of schools; Head teachers' use supervision as an activity carried out to offer help and support in order to make teachers more effective in improving teaching and learning situation. The head teacher therefore ensures that activities are supportive to guarantee teachers' professional development. Such responsibilities can be also emulated by the private secondary school to enhance the quality of education standards in secondary schools in Kampala City.

### **5.1.3 To Examine the Relationship between Monitoring of Education Standards and Management of Education Programs in Private Secondary Schools in Kampala City.**

The average overall mean obtained on items were as follows; mean – 3.077, STD – 1.4878, obtained on the statement, it was noted that in my school, policies and procedures of service as guided by the MoES are followed, a mean of 3.066, STD – 1.492 was obtained, a mean of 3.180 and STD 1.533 was obtained on the statement as school management, we ensure adequate instructional materials to enable teaching and learning process.

It was further noted that a mean of 2.869 and STD – 1.522 was obtained on the statement in my school, teachers are qualified and have experience in education management and administration, the environment is conducive and accommodating to enable academic excellence, a mean of 2.705 and STD 1.358 was obtained, further still security and safety

measures are given priority in school, a mean of 2.852 and standard deviation was obtained 1.589 whereas a mean of 3.148 and a standard deviation of 1.515 was obtained the statement the syllabus is always completed on time as guided by MoES while a mean of 3.721 and Standard Deviation of 1.404 was obtained on the statement the school is conscious about hygiene and sanitation, and this enabled installation of water system and latrines for staff and students.

It was observed from the findings that a moderate influenced was obtained on monitoring of Education Standards on the Management of education programs in Private Secondary Schools in Kampala City. This is similarly in line with Nkinyangi (2006) who noted that school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. Quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than checking if there are problems affecting curriculum implementation and suggesting the way to overcome them. In addition, Nolan and Hoover (2005) contend that many school inspectors tend to emphasize accountability at the expense of professional growth, which results in poor or marginal teacher performance. It is the role of school inspectors in Uganda that they become facilitators and supportive entities in the curriculum implementation and not concentrating on the weak points of teachers without supporting them on how to solve problems.

The Pearson product moment correlation index obtained on implementation of education standards and education management is represented as ( $r = .678$ ,  $n = 61$ ,  $P = 0.000 < .05$ ). A correlation coefficient of  $r = 0.678$  indicates a moderately strong positive relationship between the implementation of education standards and education management in private secondary schools. With  $p = 0.000$ , which is less than 0.05, this influence is statistically

significant. The findings suggest that when education standards are effectively implemented, it positively affects education management in private secondary schools. This could mean better organizational efficiency, resource allocation, and overall school performance. Policy makers may need to focus on reinforcing the importance of adhering to education standards, as they appear to be closely linked to effective management practices in these schools. Similarly, Coates et al., (2005), suggest the need for school inspectors to encourage the staff to build a team work spirit so as the core function of the school to be realized. They also need to advise teachers to make the best use of the available facilities both within the school and in the wider community and encourage self-evaluation with the support of teaching and learning process

## **5.2 Conclusion**

### **5.2.1 To examine the Relationship between Routine Inspection and Management of Education programs in Private Secondary Schools in Kampala City.**

The correlation coefficient ( $r$ ) of 0.987 indicated a moderate correlation between monitoring, routine inspection and education management in private secondary schools. Based on the findings, it is concluded that private secondary schools with robust monitoring and routine inspection plays a crucial role in ensuring the smooth operation and quality of education in private secondary schools, private schools can use monitoring and routine inspection as tools for quality assurance, identifying areas for improvement, and maintaining high standards in various aspects of education management such as curriculum delivery, teacher performance, and infrastructure maintenance and this hence means school inspectors need to double their efforts to ensure rightful procedures and standards are following in private secondary schools.

### **5.2.2 To Examine the Relationship between Supervision of Education Programs on Management of Private Secondary Schools in Kampala City.**

The correlation coefficient ( $r$ ) of 0.578 indicates a moderate positive correlation between supervision and education management in private secondary schools. With a  $p$ -value of 0.000 (which is less than 0.05), this correlation is statistically significant, suggesting that there is a meaningful influence between supervision and education management. It is therefore concluded that private secondary schools need to consider implementing or enhancing supervision strategies to improve education management practices. This could involve regular monitoring, mentorship programs, or professional development for supervisors and school inspectors to further carry out routine supervision.

### **5.2.3 To Examine the Relationship between Monitoring of Education Standards and the Management of education programs in Private Secondary Schools in Kampala City.**

A correlation coefficient of  $r=0.678$  indicates a moderately strong positive relationship between the monitoring of education standards and education management in private secondary schools. It is therefore concluded that education standards are effectively implemented; it positively affects education management in private secondary schools. This could mean better organizational efficiency, resource allocation, and overall school performance. Policy makers may need to focus on reinforcing the importance of adhering to education standards, as they appear to be closely linked to effective management practices in these schools.

**A correlation coefficient indicated a moderately strong positive relationship between the monitoring of education standards and management of education programs**

in private secondary schools. It can be concluded that only and only when education standards are effectively implemented, can there be positive effect on education management as far as academic performance, instructional material use during the teaching and learning, expansion of classroom structures, security in schools and installation of fire extinguishers among other essential programs. This may better organizational efficiency, resource allocation, and overall school performance.

### **5.3 Recommendation**

#### **5.3.1 To examine the Relationship between Routine Inspection and Management of Education programs of Private Secondary Schools in Kampala City.**

Routine inspection should be strengthened as a central component of educational management in private secondary schools in Kampala District by ensuring that school inspectors establish clear and consistent schedules for site visits. These inspections should focus on assessing the general condition of schools, the adequacy of facilities, and adherence to established educational standards. In addition, inspectors should regularly review key school documents such as academic records, financial statements, and administrative policies to ensure accountability, transparency, and compliance with national regulations.

There is a need for school administrators to institutionalize systematic teacher performance evaluation mechanisms. This should involve regular classroom observations, collection of student feedback, and assessment of teaching methodologies to enhance instructional quality. At the same time, school management should ensure that the curriculum is aligned with national education standards and guidelines, with periodic

reviews and updates conducted to respond to changes in educational policies and learner needs.

Private secondary schools should further strengthen stakeholder participation by actively involving parents in the monitoring and management processes. This can be achieved through regular communication, structured parent–teacher meetings, and feedback sessions that promote shared responsibility for learners’ academic progress. Alongside parental involvement, schools should provide continuous professional development opportunities for teachers and staff to improve their pedagogical skills, management competencies, and overall effectiveness.

Attention should also be given to the regular inspection and maintenance of school infrastructure to create a safe and conducive learning environment. School administrators should ensure that buildings, classrooms, libraries, laboratories, and recreational facilities are well maintained and that safety and security measures are consistently reviewed and enforced to protect learners, staff, and school property.

Finally, private secondary schools in Kampala District should ensure continuous compliance with all regulatory requirements, including licensing, accreditation, and educational standards set by the Ministry of Education and Sports. School management should foster a culture of continuous improvement by systematically reviewing and updating policies, practices, and procedures based on inspection findings and feedback from key stakeholders, thereby enhancing overall school effectiveness and educational quality.

### **5.3.2 To Examine the Relationship between Supervision of Education Programs on Management of Private Secondary Schools in Kampala City.**

Supervision of education programs in private secondary schools in Kampala City is essential for ensuring quality education delivery. Recommendations for improvement as follows;

Private secondary schools in Kampala City should clearly define objectives for education programme supervision to guide effective implementation and monitoring. These objectives should focus on improving students' academic performance, enhancing the quality of teaching and learning, and ensuring full compliance with national and international educational standards. Clearly articulated supervision goals provide direction for school management and supervisors, while also serving as benchmarks against which progress and effectiveness can be measured.

There is a need for private secondary schools to assign qualified and experienced supervisors with strong backgrounds in educational management and curriculum development. Such supervisors are better positioned to provide professional guidance, support instructional improvement, and ensure that education programmes are implemented as intended. Competent supervision enhances credibility, promotes consistency in teaching practices, and strengthens overall school performance.

Regular site visits should be emphasized as a key supervision strategy in private secondary schools in Kampala City. Through consistent classroom observations, supervisors can assess teaching practices, evaluate curriculum implementation, and identify instructional gaps. These visits should be accompanied by constructive feedback

to teachers and administrators, aimed at improving pedagogical approaches and strengthening learner outcomes.

Private secondary schools should also implement comprehensive performance evaluation systems for teachers, administrators, and support staff. These systems should assess effectiveness in delivering education programmes and supporting student learning. In addition, school management should regularly review and update the curriculum to ensure alignment with national education standards and broader global development goals, while remaining responsive to the evolving needs of learners in Kampala City.

Strong partnerships with parents, community members, and other key stakeholders should be fostered to support education programmes and promote student success. Active stakeholder involvement enhances accountability, resource mobilization, and shared responsibility for learners' academic and holistic development. Furthermore, schools should establish robust quality assurance mechanisms such as peer reviews, teacher mentoring programmes, and internal quality audits to sustain high standards of education delivery.

Finally, private secondary schools should provide continuous training and awareness programmes for administrators, teachers, and support staff on education standards. These programmes should focus on curriculum guidelines, effective teaching methodologies, and appropriate assessment practices. Continuous capacity building ensures that staff remain professionally competent, adaptable to policy changes, and capable of delivering quality education in line with established standards.

### **5.3.3 To Examine the Relationship between Monitoring of Education Standards Management of education programs in Private Secondary Schools in Kampala City**

It is recommended that private secondary schools in Kampala City institute comprehensive training and awareness programmes for school administrators, teachers, and support staff on education standards. These programmes should emphasize curriculum guidelines, effective teaching methodologies, and appropriate assessment practices in order to strengthen staff capacity and ensure consistent application of education standards across all learning areas.

Private secondary schools in Kampala City should also establish systematic mechanisms for regular evaluation and monitoring of the implementation of education standards. This should involve routine classroom observations, periodic curriculum reviews, and continuous student assessments to determine the extent to which prescribed standards are being effectively applied and to identify gaps requiring corrective action.

Furthermore, schools should implement inclusive feedback mechanisms that allow students, parents, and staff to share their views on the effectiveness of education standards implementation. Such feedback should be carefully analyzed and utilized to inform improvements, guide decision-making, and adjust instructional and administrative practices where necessary.

In addition, private secondary schools should actively engage parents and the wider community in supporting the implementation of education standards by creating opportunities for participation in school activities, consultation forums, and shared decision-making processes. At the same time, schools should strengthen leadership and

governance structures by clearly defining roles and responsibilities, establishing accountability mechanisms, and maintaining regular communication channels to ensure effective oversight and sustained adherence to education standards.

### **Contribution to the Study**

The study contributes to existing knowledge by empirically establishing the relationship between supervision and monitoring practices and the effective management of education programmes, particularly within the Ugandan contexts.

The study contributes to existing knowledge by empirically establishing the relationship between supervision and monitoring practices and the effective management of education programmes, particularly within the Ugandan contexts.

### **Areas for Further Studies**

To examine the impact of Capacity Building and Professional Competence of School Staff in Private Secondary schools.

To Investigate the effect of Monitoring, Evaluation, and Quality Assurance Mechanisms in Private Secondary schools.

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## Appendices

### Appendix I: Questionnaires for the Respondents

Dear Respondent,

I, Sherani Rebecca 2002/HD04/540/U, a student of Makerere University carrying out a study on the *Directorate of Education Standards Supervisory Practices and the Management of Education Programs in Private Secondary Schools in Kampala Capital City*. Please feel free to provide the information required as honestly as possible. The information you will provide to the researcher will be used for academic purposes only.

#### Part A: Background Information

Please tick [√] the most appropriate alternative that corresponds to items given.

A1. Gender: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
A2. Age bracket in years 21-30 <input type="checkbox"/>	31-41 <input type="checkbox"/>	41 and above <input type="checkbox"/>
A3. Work experience 0-3Years <input type="checkbox"/>	4-7 Years <input type="checkbox"/>	8-11 Years <input type="checkbox"/>
12-15Years <input type="checkbox"/>	16 Years and Above <input type="checkbox"/>	
A4. Highest level of Education		
Diploma <input type="checkbox"/>	Bachelor's Degree <input type="checkbox"/>	Post Graduate Diploma <input type="checkbox"/>
Master Degree <input type="checkbox"/>	Others (Specify)..... <input type="checkbox"/>	...

Indicate your level of agreement with each of the following items by ticking [] in the corresponding boxes, using the scale that follows.

**Likert scale: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA =Strongly Agree**

<b>Part B: Routine Inspection and Management of Education Program</b>		<b>Agreement Scale</b>				
<b>Routine Inspection on Education Management</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>MR1</b>	Private schools have structures i.e. classrooms, staff room and administrative offices					
<b>MR2</b>	Private schools comply to the standards of teaching and learning as guided by the Ministry of Education and Sports					
<b>MR3</b>	Private schools are reluctant on the implementation of policies required by the MoES.					
<b>MR4</b>	Private schools have enough space for structures and compound for co-curricular activities					
<b>MR5</b>	Private schools have tap water for cleaning hands for both students and staff					
<b>MR6</b>	Schools employ highly competent teaching staff					
<b>MR7</b>	Private schools are overcrowded and students are overwhelming					
<b>Part C: Supervision of Education Programs on Management</b>		<b>Agreement Scale</b>				
<b>Supervision of Education Programs on Management</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>SEP1</b>	In my school, I rarely see inspectors doing their work					

<b>SEP 2</b>	Teachers are often times given guidance on the new curriculum development					
<b>SEP 3</b>	In my school, inspectors check on the availability and use of instructional materials					
<b>SEP 4</b>	Assessment of school environment, administration, latrines, classrooms is carried out in our school					
<b>SEP 5</b>	In my school, official from the MoES use meeting to discuss irregularities in private secondary schools					
<b>SEP 6</b>	Private secondary school that fail to comply with the standard education agencies policies are closed					
<b>SEP 7</b>	In my school, there are regular follow ups to ensure compliance to standard education procedures in private secondary schools					
<b>SEP 8</b>	In my school, Hygiene and sanitation of private schools is assessed to ensure a clean and accommodative school environment					
<b>SEP 9</b>	For boarding and private secondary schools, security and fire systems are assessed to ensure safety of students					
<b>Part D: Implementation of Education Standards on the Management</b>		<b>Agreement Scale</b>				
<b>Implementation of Education Standards on the Management</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>LF1</b>	In my school, policies and procedures of service as guided by the MoES are followed					
<b>LF2</b>	As school management, we ensure adequate instructional materials to					

	enable teaching and learning process					
<b>LF3</b>	In my school, teachers are qualified and have experience in education management and administration					
<b>LF4</b>	The environment is conducive and accommodating to enable academic excellence					
<b>LF5</b>	Security and safety measures are given priority in school					
<b>LF6</b>	The syllabus is always completed on time as guided by MoES					
<b>LF7</b>	The school is conscious about hygiene and sanitation, and this enabled installation of water system and latrines for staff and students.					
<b>Part E: Management of School Programmes</b>		<b>Agreement Scale</b>				
<b>Management of School Programmes</b>		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>S</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>MSP1</b>	Head teachers carry out supervision of teachers.					
<b>MSP2</b>	Regular monitoring is carried out in class and around the school					
<b>MSP3</b>	Head teachers carry out meeting to check on the performance of the schools.					
<b>MSP4</b>	The school has a time table to give guidance on school programs					
<b>MSP5</b>	There is delegation of school programs to ensure effectiveness					
<b>MSP6</b>	Discipline and code of conduct of teachers and students are given priority					

*Thank you for your time to fill this questionnaire*

**Appendix II: Interview Guide on the Directorate of Education Standards  
supervisory practices on the Management of Education Programs in Private  
Secondary Schools in Kampala City for Head teachers, School proprietors and  
School Inspectors**

**School**.....

**Place of Interview**.....

**Date of Interview**.....

**Time and Duration of Interview** .....

**Self-Introduction and Explanation of the Rationale of the Study**

**Part 1: Monitoring and Routine Inspection**

1. How are the Monitoring and Inspection carried?
2. How often do you carry out monitoring in private schools?
3. Do private secondary schools comply with the guideline?
4. If the answer in question 3 above is no, how are you addressing this concern?

**Part 2: Supervision of Education Programs**

1. Comment on the level of supervision of education programs in your school.
2. What factors do you think are influencing the supervision of education programs in your school?
3. What strategies do you have in place to ensure supervision of education programs in private secondary schools?

**Part III: Monitoring of Education programs**

1. Comment on the level of monitoring of Education programs in your school.
2. What factors do you think are influencing the monitoring of Education programs in your school?
3. How best can education standard agencies help in ensuring quality education in private secondary schools?

**Appendix III: Table for Determining Sample Size**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	<b>950</b>	<b>274</b>	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: "N" is population size; "S" is sample size

Krejcie, Robert V, Morgan, Daryle W, (1970). Determining Sample Size for Research Activities", Educational and Psychological Measurement

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