

**THE EFFECTS OF EVALUATION ON THE ADMINISTRATION OF PRIVATE
SECONDARY SCHOOLS IN KAMPALA DISTRICT**

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UGANDA MARTYRS UNIVERSITY

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SECONDARY SCHOOLS IN KAMPALA DISTRICT**

**A POST GRADUATE DISSERTATION PRESENTED TO THE FACULTY OF
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AWARD OF THE DEGREE OF MASTER OF EDUCATION IN
EDUCATION ADMINISTRATION AND MANAGEMENT OF
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Dedication

This dissertation is dedicated to the Brothers of Christian Instruction and to the Catholic Sponsorship Program-Uganda (CSP) and all those who have contributed to the completion of this academic study.

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I would like to extend my sincere gratitude to the Almighty God for the wisdom and good health bestowed on me during this study and throughout the research process.

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I also convey my heartfelt appreciation to the head-teachers, teachers and the students of the three private secondary schools where this research was carried out.

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Abbreviations / Acronyms

BoT:	Beginning of Term
CEO:	Chief Executive Officer
CVI:	Content Validity Index
CTW:	Children's Television Workshop
DES:	Directorate of Education Standards
EFA:	Education for All
GHA:	Green Hill Academy
K.C.C.A:	Kampala Capital City Authority
K.C.P.E:	Kenya Certificate for Primary Education
K.C.S.E:	Kenya Certificate for Secondary Education
MDGs:	Millennium Development Goals
MoES:	Ministry of Education and Sports
NDP:	National Development Plan
NECTA:	National Examination Council for Tanzania
RGSS:	Rubaga Girls Secondary School
SAQ:	Self-Administered Questionnaire
SPSS:	Statistical Package for the Social Sciences
UACE:	Uganda Advanced Certificate of Education
UMHSL:	Uganda Martyrs High School Lubaga
UNESCO:	United Nations Educational Scientific and Cultural Organization
UPE:	Universal Primary Education
USE:	Universal Secondary Education

Abstract

The study examined the effect of evaluation on the administration of private secondary schools. Three main objectives were set to guide the study and these include: examining the effects of evaluation and administration of private secondary schools, establishing the relationship between evaluation and administration of private secondary schools and examining the effect of the leadership Styles of head-teachers in evaluation on the administration of private secondary schools. A Cross sectional research design was used during this study. Self-administered questionnaire and interview guide were used on a stratified sample of 336 respondents in Kampala district. Data was analyzed and summarized using percentages and mean. Relationships were established using correlation and regression analysis techniques.

The Study findings reveal a positive significant relationship between the effect of evaluation and administration of private secondary schools ($r=0.648^{**}$; $p<0.05$). The study noted that evaluation was being carried out in schools in form of both external and internal evaluation by the Directorate of Education Standards and school heads. This study therefore revealed that the efficiency of school head-teachers in form of close supervision leads to improved administration goals. It was revealed that there is a positive significant relationship between evaluation and administration of private secondary schools ($r=0.776^{**}$; $p<0.05$) with factors such as evaluation of adjustment of school programs, evaluating what motivates teachers especially in relation to class room teaching, evaluating development of ready skills and encouraging long-term behaviors for both students and teachers, evaluating community awareness and resources availability as the most dimensions that indicate good administration. There was positive significant relationship between leadership styles of head-teachers and their administration of private secondary schools ($\beta=0.330$, $p<0.05$). The determinants of this relationship are changes in democratic, charismatic and autocratic leadership styles.

The study commends the DES to follow up the visits carried out in schools under their jurisdiction for the implementation of the recommendations during external evaluation/supervision in these schools. This will help to ensure that resources injected in inspection by government are not put to waste. Also, head-teachers' motivation should be raised such that their work can be done in good spirit. It should be the role of school Boards of Governors to ensure that school heads who are the interface between them and teachers are properly motivated so as to guarantee proper school administration.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This study sought to examine the effect of evaluation on administration in private secondary schools in Kampala district. The study aimed at recommending appropriate changes in the evaluation methods and leadership skills which can generate good performance in schools and thus attributed to the administration of such schools. This study was motivated by the fact that research and media reports indicate existence of gaps in supervision from higher authorities both from national and district levels, thus leading to poor administration as well as presence of little information beyond national exams regarding the performance of private schools. In the study, evaluation was considered the independent variable with leadership styles as the moderating variable and administration as the dependent variable. In this chapter, the researcher presents the context and insight into the research problem; the statement of the problem; the purpose of the study; research objectives; research questions; scope of the study; significance of the study; justification of the study and definition of operational terms. This was intended to enable a clear understanding of the background and context of the study.

1.1. Background to the study

Education is one of the universal paths to social inclusion and society integration. It is considered as one of the main tools for social and economic development of countries. Each country has its own way of structuring its education system and in Uganda, the education system is structured as; pre-primary, primary level, secondary level, Tertiary education and University (MoES, 2013). Organization and management of these institutions of learning is

governed by economic situation, state policy and religious views among other factors. This study however, focuses on the private secondary schools. The National Development Plan II (NDP II 2015/16-2019/19) clearly emphasis strengthened education as one of the factors that would deliver Uganda into a middle-income status as well as achieving the vision 2040. In context that education and school are key in society's development, quality education can only be achieved through effective management and routine evaluations of administrators (head-teachers) and either internal or external school activities.

The International Education Community met in Dakar in 2000, over the issues pertaining to Education for All (EFA) to be achieved by 2015 (UNESCO, 2006). However, in 2008, the Global Monitoring Report revealed that most countries were not in position to achieve both the EFA goals and the Millennium Development Goals – MDGs (United Nations, 2010). Out of 149 countries with available data, 42 were unlikely to achieve the two sets of goals, and some were in serious risk of failing to achieve the basic targets of Universal Primary Education (UPE) and reducing illiteracy (Abebe, 2012). In Uganda, efforts to achieve EFA have been led by the Ministry of Education and Sports in form of Universal Education at primary and secondary levels, and evaluation has been used as a tool to assess success in education (George, 2015). While the Government normally evaluates most schools under UPE and USE, there is little information beyond national exams regarding the effectiveness in the Administration of Private schools. Evaluation is a systematic measure used to determine the subject's merit, worthiness and significance, using a criterion governed by a set of standards.

1.1.1 Concepts of Evaluation and Administration

The main concepts of this study are evaluation and administration. Evaluation is the process of examining a program or process to determine what's working, what's not, and why. It

determines the value of learning and training programs and acts as blueprints for judgment and improvement (Sheldon & Rosette, 2001). Evaluation was contextualized and customized to this study to refer to the extent to which set targets are measured and assessed with reference to the factors that either promote or hinder the achievement of such targets. It involves establishing cause-effect relationship about the extent to which a particular policy or program of a school produces a desired outcome. Evaluations are normally divided into two categories namely; formative and summative evaluation.

Formative evaluation (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are forming in progress Astin & Astin (2001). They can be conducted during any phase of the Analysis, Design, Development, Implementation, and Evaluation process. This part of the evaluation focuses on the process (Guyot, 1978). Thus, formative evaluation is basically done on the fly. It permits the designers, learners, instructors, and managers to monitor how well the instructional goals and objectives are being met. Its main purpose is to catch deficiencies as soon as possible so that the proper learning interventions can allow the learners to master the required skills and knowledge. Formative evaluation is also useful in analyzing learning materials, student learning and achievements, and teacher effectiveness. Formative evaluation is primarily a building process which accumulates a series of components of new materials, skills, and problems into an ultimate meaningful whole. Guyot (1978) defines summative evaluation (sometimes referred to as external) as a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome. All assessments can be summative, but only some have the additional capability of serving formative functions. This study focused on formative evaluation.

Scriven (1967) suggested a distinction between formative evaluation and summative

evaluation. Formative evaluation was intended to foster development and improvement within an ongoing activity (or person, product, program, among others). Summative evaluation, in contrast, is used to assess whether the results of the object being evaluated (program, intervention, person) met the stated goals. Scriven (1967) saw the need to distinguish the formative and summative roles of curriculum evaluation. While Scriven (1967) preferred summative evaluations — performing a final evaluation of the project or person, he did come to acknowledge Cronbach's merits of formative evaluation — part of the process of curriculum development used to improve the course while it is still fluid (he believed it contributes more to the improvement of education than evaluation used to appraise a product).

Later, Misanchuk (1998) delivered a paper on the need to tighten up the definitions in order to get measurements that are more accurate. The one that seems to cause the greatest disagreement is the keeping of fluid movements or changes strictly in the prerelease versions (before it hits the target population). In his history of instructional technology, Saettler (1990) describes the two types of evaluations in the context of how they were used in developing Sesame Street and the electric company by the Children's Television Workshop (CTW). CTW used formative evaluations for identifying and defining program designs that could provide reliable predictors of learning for particular learners. They later used summative evaluations to prove their efforts. While Saettler (1990) praises CTW for a significant landmark in the technology of instructional design, he warns that it is still tentative and should be seen more as a point of departure rather than a fixed formula. Saettler (1990) defines the two types of evaluations as: 1) formative is used to refine goals and evolve strategies for achieving goals, while 2) summative is undertaken to test the validity of a theory or determine the impact of an educational practice so that future efforts may be improved or modified.

According to Misanchuk (1998) the formative part is moved over to the other methods, such as the use of rapid prototyping and using testing and evaluation methods to improve as one moves on. This of course is not as accurate but it is more appropriate to most organizations as they are not really interested in accurate measurements of the content but rather the end product skilled and knowledgeable workers. Misanchuk's (1998) defining terms puts all the water in a container for accurate measurements while the typical organization estimates the volume of water running in a stream. Thus, if you are a vendor, researcher, or need highly accurate measurements you will probably define the two types of evaluation in the same manner as Misanchuk (1998). If you need to push the training/learning out faster and are not all that worried about highly accurate measurements, then you define it closer to how most organizations do it.

In a study evaluating students' learning process, Walvoord (2004) concluded that administrators specifically head-teachers, use a systematic approach that collects information about students' learning. They base themselves on time, knowledge, and resource availability to make informed decisions on how to improve learning. Here, the unit of analysis is at student level, programs level or institutional level. In this approach, head-teachers and teachers assess students' work using rubrics to improve grades. However, when the head-teachers evaluate programs alone in this approach, they fail. This is because a program needs a group of experts to evaluate its effectiveness or ineffectiveness rather than an individual.

Administration on the other is defined as the positive response to administrators' efforts and action to achieve intended goals (Akomolafe, 2012). Pandey (2017) looks at effectiveness in administration in a variety of dimensions including economic dimension, political dimension, social dimension and many more. Pandey (2017) used leadership practices inventory as one of the key drivers of administration effectiveness as well as time management. School

administrators oversee the daily operations of a particular school together with its environment. School administrators' specific responsibilities differ between institutions, but often these administrators are important links between students and local communities (Nanyonjo, 2007). School administrators specifically head-teachers play a significant leadership role in the administration of their schools through providing day to day governance of school activities. In most cases these provide internal evaluation of their schools and direct supervision. External evaluation by national and district supervisors can then be done, and these tend to strengthen how school administrative activities.

1.1.2 Theoretical Background

The study was guided by the Equity theory by (Adams, 1963). Equity theory focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratio of contributions (or costs) and benefits (or rewards) for each person. Considered as one of the justice theories, Adams, (1963) a workplace and behavioral psychologist, asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization.

Scholars such as Huseman, Hatfield & Miles, 1987 have questioned the simplicity of the model, arguing that a number of demographic and psychological variables affect people's perceptions of fairness and interactions with others. Furthermore, much of the research supporting the basic propositions of equity theory has been conducted in laboratory settings, and thus has questionable applicability to real-world situations. Critics have also argued that

people might perceive equity/inequity not only in terms of the specific inputs and outcomes of a relationship, but also in terms of the overarching system that determines those inputs and outputs. Thus, in a business setting, one might feel that his or her compensation is equitable to other employees', but one might view the entire compensation system as unfair (Carrell & Dittrich, 1978).

The Equity Theory by Adams calls for fair balance in services to ensure a strong and productive relationship among employees with the overall results. Under this study, Adams (1963) employer's inputs include hard work, skill level, tolerance, enthusiasm, time, sacrifice, salary and benefits to employees, recognition, motivation and flexibility. These are among other inputs that owners of private schools determine as they look forward to the performance of the students in academics and co-curricular activities. Under this study, outputs are students' performance and this is reached at by teaching and learning within the school. In order to know or get the performance, academic evaluation and other forms of evaluation which maybe internal by school administrators or external must take place in schools. The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs (Clever *et al.*, 2016). Employees are expected to respond to different ways, including de-motivation (generally to the extent that the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive (Midlands & Centre, 2016).

1.1.3 Contextual Background of Evaluation and Administration of Secondary schools in Uganda.

Secondary education is the second tier in the mainstream education and is divided into private and public levels. NDP II 2015/16-2019/20 indicates that the private schools constitute about

64% of the total number of secondary schools in Uganda with about 51% school enrolments in these schools. Private secondary schools refer to post primary institutions that are owned by individuals, organizations or any other body rather than the Government of the Republic of Uganda as spelt in the Education Act, (2008).

In Uganda, evaluation of secondary schools is under the Ministry of Education and Sports (MoES) and the head-teachers of secondary schools who are the main administrators, supervisors and monitors of the daily activities within the schools (Mulford, 2003; Mazaki *et al.*, 2014). Emory Resource Manual (2013) indicates that evaluation must be done basing on the purpose, objectives and mission. When evaluation is done on students' achievements, this is usually seen as the mirror of administration on the side of schools with high pass rates mainly at national level. However, when evaluating administration effectiveness, the intended outcomes in relation to the schools' goals, are measured on the dimensions of; regular evaluation/supervision of teachers', schools' construction and buildings, increase library text books, laboratories, community relationship, and achievements. Bozon (2013) is of the view that not all elements of the system may be taken simultaneously during evaluation; rather administrators of the institutions basing on the mission and objectives may do it at periodic intervals depending on the circumstances in a given school.

The Ministry of Education and Sports, (2016) reported that over the years a number of private secondary schools have been established in Kampala district and their performance has greatly improved as evidenced in the UCE & UACE results of 2014, 2015 & 2016. NDP II 2015/16-2019/20 further states that supervision in secondary schools in Uganda is done once a year and this may not be enough to understand the effectiveness of school administration as being influenced by evaluation or supervision for that matter. This study therefore sought to use a sample of private secondary schools in Kampala district to examine the influence of

evaluation either external or internal on the performance of school administrators basing on leadership styles as management parameters for administration.

1.2. Statement of the Problem

The Government of Uganda liberalized and opened up the education sector to private investment as far back as the colonial times at the beginning of the 20th century. The sector has since then not been spared from the increasing challenges developing countries encounter while trying to foster a self-liberating and empowered education system. Opening gates for private players in the education sector was therefore not an option but a crisis solving remedy that shifted the burden from government shoulders to non-government actors spearheaded by the churches, most of which were started without putting in place proper administration infrastructure to respond appropriately to the call of liberalizing the sector. (Sempungu, 2011). Ssembirige (2009) observed that despite a number of measures by Government to support the functionality of private secondary schools in supporting the National development agenda, over 54% of these private entities still struggle with putting in place administration measures since the foundation is mainly individuals or establishments with different value systems. Segone (2012) observed that as long as the question of proper administration is not addressed, the performance of these schools shall be restricted to academic rather than holistic and learner centered education. With the increasing number of private schools in Uganda, close monitoring and evaluation by responsible authorities also expanded, albeit without much effectiveness. School inspection in Uganda is under the Directorate of education Standards (DES) and while executing this mandate, they are assisted by Education departments in the districts through school inspectors as well as the Boards of Governors. These provide challenges identified during inspection to school management for improvement. Many inspection reports have unearthed private secondary schools being fond of increasing concern about the administrative approaches, recruitment of unqualified

teachers, under payment of teachers and some lacking scholastic facilities such as libraries and laboratories. But, the concern remains on the extent to which such evaluation findings are implemented by the school administrators so as to ensure proper administrative policies of their schools as this is one of the improvement strategies.

Some schools have largely concentrated on the academic performance of their students while registering performing students at national level which is good on its own as it keeps the enrolments growing year by year in such schools and this tends to be confused by the administration for such schools. However, evaluation based on school performance in terms of high pass rates should not generally be confused as the only evaluation yard stick leading to better administrative strategies. External evaluation through inspection has been for example criticized by many for not helping schools in achieving quality education because of applying inappropriate inspection techniques. Internal evaluation on the other hand has also lacked the cutting edge in terms of implementing post evaluation weaknesses discovered during their routine monitoring and inspection (Macharia & Kiruma, 2014).

The Ministry of Education report (2015) notes that the administration of private secondary schools has been ineffective despite various measures put in place such as strict management, effective evaluation processes and proper leadership styles. This study therefore sought to establish the relationship between evaluation and administration in private schools and how administration is supported by the various leadership styles employed by the school administrators.

1.3. General objective of the study

The study assessed the relationship between evaluation and the administration of private secondary schools in Kampala district.

1.3.1. Specific objectives of the study

- i. To examine the effects of evaluation in the administration of private secondary schools in Kampala district.
- ii. To establish the relationship between evaluation and administration of private secondary schools in Kampala district.
- iii. To examine the effect of leadership styles in evaluation on the administration of private secondary school in Kampala district.

1.4. Research questions

- i. What is the effect of evaluation on the administration of private secondary schools in Kampala district?
- ii. What is the relationship between evaluation and administration of private secondary schools in Kampala district?
- iii. What is the effect of leadership styles of head-teachers in evaluation on the administration of private secondary schools in Kampala district?

1.5. The scope of the study

The survey was conducted between 2016 and 2017. This research was carried out in Private secondary schools in Kampala district. These include; Rubaga Girls Secondary School (RGSS), Uganda Martyrs High School Lubaga (UMHSL), and Green Hill Academy (GHA). These schools were selected because of their reputation in performance as evidenced in the UCE & UACE results of 2014, 2015 & 2016. The three UNEB academic results were sufficient in giving the researcher a basis for comparing the administrative approaches used and the resultant performance of the students.

The researcher focused on evaluation and administration of private secondary schools as the independent and dependent variables of the study respectively, dissecting the different aspects that relate to the two. Evaluation was studied under three domains of formative, summative and process evaluation while administration constructs of motivation, equity and feedback as suggested by Hughes (2002). Leadership styles constructs included charismatic, coercive, democratic and autocratic styles as adopted from Goleman (2000).

1.6. Significance of the Study

The study shall be of significance to various categories including the following:

Directorate of Education Standards (DES), Ministry of Education and Sports.

- i. The Directorate of Education Standards will understand the effectiveness in administration of such private secondary schools in pursuit to the provision of education to the young generation which will set a basis for the comparison between schools under the government and private owners.

Private schools and the students of the country.

- ii. Private schools will find better evaluation approaches to enable students excel in their school activities. The replication of such approaches will also attract some of the government head-teachers to aim at such good school performance.
- iii. The study will reveal some of the measures for good evaluation that private schools use in the effort to achieve better performance to raise standards of the schools. Such measures will be lessons to other private schools that work for higher level of performance.

1.7. Justification of the Study

Prior studies have been done on evaluation and administration of private secondary schools especially in South Africa and Ghana such as Summative and Formative Evaluation (Guyot, 1978). Uses and Abuses of Evaluation in Continuing Education Programs (Madaus *et al.*, 2003). In Uganda however, there is limited research so far done on evaluation and administration of private secondary schools especially in Kampala district. Therefore, this study provides a basis for the understanding of school administration and the extent to which evaluation practices can facilitate school improvement in terms of administration in private secondary schools in Kampala district. The result of this study is hoped to contribute positively to the field of evaluation and administration of private secondary schools.

1.8. Definition of Key terms

Evaluation refers to a systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability as set out in the Evaluation Policy (Business Dictionary, 2017).

Administration is the positive response to administrators' efforts and actions to achieve intended goals (Akomolafe, 2012).

School administrator are head-teachers who provide vision around instructional priorities, understanding how students learn, tracking student progress, setting high standards for students and teachers, and communicating teaching/learning expectations through formative supervision and summative teacher evaluation process (Segone, 2012).

Head-teacher: This refers to the professional teacher who is in charge of the administration and management of a four to six grade formal education institution at the secondary level (Business Dictionary, 2017).

Leadership refers to a process whereby the headteacher influences the behavior of teachers regardless of the reason so that the influenced teachers work without their volition.

Private schools also known as independent schools, non-governmental, or non-state schools, are not administered by local, state or national governments; thus, they retain the right to select their students and are funded wholly or partially by charging their students tuition, rather than relying on mandatory taxation through public (government) funding; in some private schools, students may be able to get scholarships, dependent on a student's talents or abilities (Mosharraf, 2011).

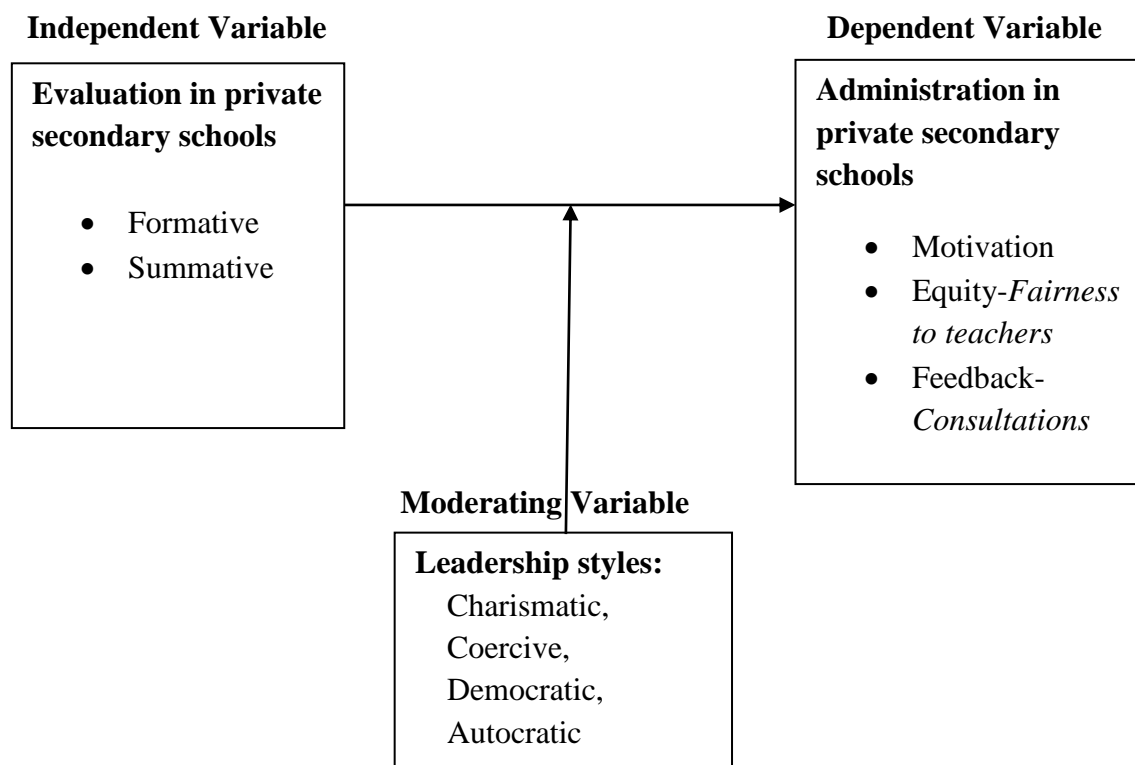
Supervision: This is the systemic process carried out by the head-teachers to ensure that quality teaching and learning within a school and that all the resources are managed to continually improve the learning progression (Akomolafe, 2012). An effective supervisor creates the conditions that support motivated teachers. Motivated teachers have higher degrees of persistence and vigor than unmotivated teachers.

Inspection: This includes a range of activities carried out by inspectors from the Directorate of Education Standards for the purposes of accountability, ensuring the quality of education and school improvement in the Ugandan education system (Akomolafe, 2012).

1.9. Conceptual Framework

According to Mugenda & Mugenda (2003), a conceptual framework is a diagrammatic presentation that provides an outline of the preferred approach in the research and also outlines the relationship and desired effects, forming the dependent and independent variables.

Figure 1: The relationship between evaluation and administration of private secondary schools



Source: Generated by the researcher.

The conceptual framework in figure 1, describes the relationships between the variables of the study. The nature of the evaluation greatly affects the kind of administration and once the results of the evaluation are not reflective of the aspirations of the various actors, which may be because of the wrong evaluation approach used, the administration will address issues that may be far from those that affect the stakeholders. Huberman (2014) noted that the flaws in

any evaluation type have a great bearing on the effectiveness of administration in projects. Similarly, the openness or closedness of a leader in charge of the process as exhibited in their leadership style plays a great role in either bringing on board or closing out other actors which accounts for over 40% of the effectiveness of administration of institutions and establishments, Iqbal (2005). While there could be other factors that may influence the variables, this study limited itself to constructs and adopted them as guided by Hughes (2002) & Goleman (2000).

Conclusion

Chapter one established the fundamental basis on which other chapters of this study relied, particularly chapter two on establishing empirical studies and the theoretical framework of the study. It clearly put into light the key concepts and issues of the study as regards the variables to be studied.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study focuses on the effect of evaluation on the administration of private secondary schools. This chapter presents a review of literature on the topic under investigation. The first subsection presents the theoretical review, the second subsection presents literature along the study of objectives and the last subsection presents the conclusions and gaps identified in the literature.

2.1. The Theoretical Review

2.1.1. The Equity Theory by Adams

The equity theory by Adams is based on balancing inputs and outputs so that performance can be achieved within the school. The theory calls for a fair balance between inputs and outputs in the school system (Barifaijo *et al.*, 2015). Adams asserted that all employers and employees seek for fair balance between what is put into the job and what is got out of it, and in order to determine this, there is a need for evaluation (Bash & Breevaart, 2015). He noted that employees and employers have perceptions of what constitutes a fair balance of inputs and outputs by comparing our own situation with other referents (examples) in the same market. He also remarked that this comparison is at times influenced by colleagues, friends, and partners in establishing benchmarks and our own responses to them in relation to our own ratio of inputs to outputs (Cheese & Barber, 2006).

Depending on what level, if employees feel that inputs are fairly and adequately rewarded by outputs (the fairness benchmark being subjectively perceived from market norms and other comparable references) then, they feel happy at work and motivated to continue with input at

the same level. This in short and long run, results into feasible outcomes during and after evaluation; as well as termly and national level examinations. However, if employees feel that inputs out-weigh the outputs then, they become demotivated in relation to the job and employer. Normally, people respond to feelings in different ways. The extent of demotivation is proportional to perceived disparity between inputs and expected outputs. Some people reduce effort and application and become inwardly disgruntled or outwardly difficult, unmanageable or even disruptive. Other people seek to improve the outputs by making claims or demands for more reward, or seeking an alternative job (Gregoriou, 2008).

The Scholars have questioned the simplicity of the model, arguing that a number of demographic and psychological variables affect people's perceptions of fairness and interactions with others. Furthermore, much of the research supporting the basic propositions of the equity theory has been conducted in laboratory settings, and thus has questionable applicability to real-world situations (Huseman, Hatfield, & Miles, 1987). Critics have also argued that people might perceive equity/inequity not only in terms of the specific inputs and outcomes of a relationship, but also in terms of the overarching system that determines those inputs and outputs. Thus, in a school setting, one might feel that his or her compensation is equitable to other employees', but one might view the entire compensation system as unfair (Carrell & Dittrich, 1978).

The Equity theory by Adams calls for fair balance in services to ensure a strong and productive relationship among employees with the overall results. Under this study, employee's inputs include; hard work, skill level, tolerance, enthusiasm, time, sacrifice, and benefits to employees; salary, recognition, motivation and flexibility. These are among other inputs that owners of private schools put into the schools as they look forward to the performance of the staff and the students in academics and co-curricular activities. Under this

study, outputs are students' performance and this is reached at by teaching and learning within the school. In order to know or get the performance, school evaluation must take place and this is determined by the resilience of the administrators. The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs (Clever *et al.*, 2016).

Employees are expected to respond to different ways, including de-motivation, reduced effort, becoming disgruntled, or, even disruptive in more extreme cases (Midlands & Centre, 2016). Employers need to remember that employees can value different outcomes. For example, younger employees tend to value more pay. If an employee receives a higher salary than their co-worker they could still develop a perception of inequity if that co-workers have a flexible schedule, and that type of schedule is more valuable to them than the extra salary. Employers can also utilize intangible rewards such as a pat on the back, a luncheon, or even simple praise in front of co-workers. These simple intangible rewards can help balance a measure of inputs and outcomes (Naidoo, *et al.*, 2004).

2.2. Conceptual Review

2.2.1. Evaluation

It is the collection of analysis and interpretation of information about any aspect of a program of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have (Ellington, *et al.*, 1993). Evaluation and assessment although often used interchangeably, refer to different levels of investigation. Evaluation is concerned at the macro or holistic level of the learning event, considering the context of learning and all the factors that go with it, whereas assessment can be seen as the measurement of student learning and is one of the elements that go into an evaluation procedure. One aspect of any sound evaluation is the allowance for the unexpected. Above

all, an evaluation procedure is a designed and purposeful enquiry which is open to comment (Ellington, *et al.*, 1993). The evaluation method is equivalent to systematic assessment of the program for the purpose of improving its design, delivery and the usefulness of the quality of services delivered to the consumer (Barrett, 2015).

Evaluation is a method of assessing how a program is being implemented. Evaluation focuses on the program's operations, implementation, and service delivery, whereas outcome evaluation focuses on the effectiveness of the program and its outcomes. Evaluation examines the extent to which a program is being operated as intended, by assessing on-going program operations and determining whether the target population is being served (Bronte-Tinkew *et al.*, 2007). Such evaluation helps programmers identify needed interventions and change of components to improve service delivery. Evaluation often collects information, such as: Details of program operation; Intensity and quality of services provided; Context and community in which a program is delivered; Demographic characteristics of program participants; Collaborative partnerships; Staffing and training.

Evaluation is distinct from an outcome evaluation. Evaluations focus on whether programs and activities are operating as planned. Outcome evaluation, by contrast, investigates whether programs and activities affect outcomes for program and activity participants (Allen & Bronte-Tinkew, 2008). Program practitioners or participants may believe that a program is effective, but without an on-going evaluation plan, it is difficult to assess this objectively. Developing an evaluation plan can provide the framework and serve as an important first step in an evaluation effort. Evaluations provide an opportunity to explore all aspects of the program and enable practitioners to: Investigate how the program is delivered, including alternative ways of providing program services; Examine the theory underlying the program,

specifically, how the program is administered and – ultimately – whether the program is unfolding “on the ground” as intended; (Anne, 2002).

Fortunately, evaluations can be conducted either on an on-going basis or at a specific point in time. The advantage of on-going process evaluation is that the program will always have current information readily available and this information can update continuous program improvements. A disadvantage is that an on-going evaluation involves more time and more financial resources than does a one-time evaluation process (LeMaster, *et al.*, 2004). Evaluations can be conducted: during the early or “pilot testing” stage of a program. As a new program moves from the planning to the operational phase, the people responsible for delivering services often discover that obstacles exist to program delivery.

Evaluation helps the program adapt the planned intervention to reflect the program reality. After the major implementation have been worked out, evaluation may be conducted to maintain or improve the quality of the delivery process, to ensure that the program continues to be targeted at appropriate participants, or to demonstrate accountability to key stakeholders like funding agencies. The emphasis in this case is often on identifying “non-value added” activities or “benchmarking” program operations against those of other programs regarded as better on the basis of solid evaluation findings of effectiveness or “best practice.” If a program fails, decision makers usually want to know whether defective implementation was responsible. If a program works, decision makers often want to understand why it works particularly if there is interest in expanding the program or attempting to implement a similar program in other locations.

2.2.2. Leadership styles

Studies on leadership styles are conducted in the military field, expressing an approach that stresses a holistic view of leadership, including how a leader's physical presence determines

how others perceive that leader (Goleman, 2000). The factors of physical presence in this context include military bearing, physical fitness, confidence, and resilience. The leader's intellectual capacity helps to conceptualize solutions and to acquire knowledge to do the job. A leader's conceptual abilities apply agility, judgment, innovation, interpersonal consideration, and domain knowledge (Confident & Agile, 2006). Domain knowledge encompasses tactical and technical knowledge as well as cultural and geopolitical awareness. In his article "Leadership that gets results," Goleman (2000) talks about six styles of leadership. These include; authoritarian, laissez faire, democratic, charismatic, paternalistic, and transformational leadership styles.

2.2.3. Administration of private schools

According to Cotton & Wikelund (2001), many benefits are accrued from school and when parents become involved in their children's school activities, proper evaluation criteria and feedback are established. They maintained that; school personnel benefit from the improved rapport that generally accompanies increased better evaluation processes and types. This rapport is often expressed in parents' increased willingness to support schools with their labor and resources during fund-raising activities or special projects. Bruggencate *et al.*, (2012) underline that an effective goal and innovation-oriented school head-teacher can promote a development-oriented culture and improve the professionalism of the teaching staff.

Private schools in Uganda face many disadvantages: lack of funding, low image with local students, and profoundly strict regulatory environment (Nanyonjo, 2007). Yet, despite these obstacles, private schools have managed to survive and thrive, finding a niche for themselves and contributing to the development of the country. The emergence of market forces in educational systems has led to a more competitive environment for schools (Foskett, 2002). Key elements in this marketization process include open enrolment, choice, diversity of

school provision, competition among educational providers and demand-driven funding. Head-teachers have to give much priority to the marketing of their schools, particularly to enhance the school's image, recruitment and retention of students (Foskett, 2002). The survival of many schools depends on their ability to recruit new students and retain existing ones, mobilization of resources, student achievements, and the successes in making their programs attractive to the public.

Ajayi (1999) also posited that, administration of schools could be hampered where the administrators are not performing their roles as expected. Also, Ajayi (2007) recommended that, the school and the community are interdependent and interrelated, and for their relationship to be meaningful, worthwhile and productive, they must be willing to assist each other to achieve their respective goals with mutual trust and cooperation.

2.3 Empirical Review

2.3.1. Evaluation and administration of private schools

Evaluation is assessment of a program for the purpose of improving its design, delivery and the usefulness of the quality of services delivered to the consumer (Barrett, 2015). According to Barrett (2015), evaluation in schools is centered on achieving academic goals through students and development, this is done by administrators and the information is publicized through the Ministry of Education and Sports. In Uganda, evaluation is done by the Directorate of Education Standards, which concentrates on building the students, plus the general welfare with less concern on students' performance (Noort & Berg, 2011). Like the DES, some of the head-teachers have concentrated on different administrative tasks while accountability of students' performance has remained a concern for teachers. There are five major steps involved in evaluation according to Barrett (2015).

First, evaluation of school objectives; choosing evaluation method, data collection (establishing which data needs to be collected during curriculum implementation and monitoring process if applicable in the evaluation method used); conducting evaluation and reporting the results; disseminating the results, and utilizing them in future curriculum design. All these activities or stages are fundamental to effective learning. This study established if private schools followed all the steps. If so, why would they perform differently yet they have qualified teachers. Readily to note, individuals in the school system have different roles, which they play for better performance. This exercise of evaluation misses a link with administration of private secondary schools.

Smith, Colman, & Pratama (2012) have revealed different types of evaluation that take place in institutions of learning, organizations and communities. In a study about the impact of evaluation on students' behavior, Pratama (2013) asserted that effects are observed in education outcome among students. Using a systematic evaluation that aimed at the effectiveness of the teachers in implementing curriculum while teaching, the study established that behavior of students and teachers make evaluation successful. The success of evaluation is instrumental in elucidating the performance of schools. It was therefore, concluded that behavioral change is related to performance. In yet another study by Smith, Colman & Pratama (2012), evaluation of the government programs in schools was carried out. The study recommended that full separation of the school programs and the impact evaluation can be quite difficult and might not always be feasible. The method of evaluation therefore, supplements the impact of evaluation by exploring why certain programs are achieved in education while others fail.

Evaluation is carried out by assessing the work the teachers give to students while in class, inspectors provide advice and support to schools, Board of Governors, teachers and others in

the education system. Within the counties covered by a regional unit, primary schools are given the names and contact details of inspectors assigned to them; hence, the teachers work is evaluated. An effective head-teacher is required to encourage school members' teamwork and decision making and thus create constructive knowledge and a learning community in which each member develops intellectually (Marks & Printy, 2003).

According to Uganda's Education Act (2008), it is the responsibilities of head-teachers and staff to evaluate students in schools during the teaching and learning process. Article (22) (2) states,

The principal or the head-teacher and teachers shall regularly evaluate students and report the results of the evaluation to the students and their parents; this means that it is the duty of the teachers and head-teachers to carry out students' evaluation in schools.

In the past, it was a common practice for schools to evaluate students and report to parents. However, with the increased number of students in schools and fees problems, termly reports are left at school. Students get reports at the beginning of the term and only a few schools in Uganda give reports to the students at the end of the term. This means that students' evaluation has shifted from being a concern of the parents to that of school administrators and teachers Onuka & Oludipe, (2005). Nonetheless, all schools in Uganda have remained instrumental in carrying out evaluation in order to determine the performance.

Some schools across the country have made it mandatory to have academic performance of students evaluated at every end of the term, but basing on the circumstance that there are large numbers of students in such schools; transparency and accuracy have been the biggest challenges to the performance results. Other schools in Uganda have greater desirability of informing parents about student's progress and attainment (Noort & Berg, 2011). It is now a statutory requirement that every school must assess its students and periodically report the results to parents. In the due course of teaching and learning, this requirement has not been

fulfilled (Hall *et al.*, 2008). Additionally, the requirement has significant implications for teachers and schools. Head-teachers, teachers and the school in general must work harder in order to attain good results of their students.

Weber & Bergan (2015) noted that there are many education systems among developing nations and in Uganda particularly, the school inspection process is carried out along the evaluators by independent agencies or semi-autonomous organs attached to the Ministry of Education and Sports to evaluate the general conditions of the schools. The current practice of school evaluation however faces challenges that curtail its credibility and usefulness in achieving the objectives for which it was established. Recent research has identified some of the bottlenecks to external evaluation practice that ruin its credibility among teachers and head-teachers. These include poor inspector techniques, failure for external evaluation to improve teacher and head-teacher practices in classroom and school management. Perryman (2010) points out that the improvement of schools through inspection and evaluation has been a subject of research and evaluation to justify the investment of funds in the process. Even though inspection has been one of the approaches for school improvement, there has been limited research on the topic to establish whether inspections as currently conducted actually make positive impact upon school performance or not (Whitby, 2010).

The Government of Uganda established the Directorate of Education Standards (DES) in 2008 within the Ministry of Education and Sports to carry out school inspection, evaluate the development and the focus, document and share best practices within the education system among other functions (National Council & Curriculum, 2004). However, the inspection practice has been riddled with challenges that threaten to undermine DES's mission. There are concerns that school inspection has not achieved its goal of supporting schools in improving the educational quality. Head-teachers have not been involved in the preparations

of inspection, and that inspection and evaluation by DES lacks a feedback mechanism. Sembirige (2009) found that evaluation was not only threatening and stressful to teachers but also judgmental in nature. District inspectors also lack constructive feedback and consultation mechanisms to improve teacher practice and students' learning (Hedger *et al.*, 2010).

Article 46 of the Education Act (2008) stipulated the establishment of a Directorate responsible for standards in all education institutions in Uganda whose function shall be;

to set, define and review standards in educational practice and provision through planned series of inspections; to assess the achievement of standards and to evaluate the effectiveness of education programs of institutions and agencies throughout the country; to develop systematic approaches to inspection and evaluation, and to encourage evaluation and self-evaluation systems, using appropriate quality indicators, within the education service; to provide and disseminate regular reports on the quality of education at all levels; to develop the use of the reports as a mechanism to provide support for and the dissemination of good practice, and thus to improve the quality of practice in the education service as a whole, and in particular aspects; to provide independent expert comment and advice on educational provision and practice at all levels of education.

All this was to implement the head-teachers' educational goals to improve the students' performance in schools. However, Aguti (2015) noted that there is little evidence that explains how performance of the schools in Uganda has been achieved through evaluation. Bozon (2013) argued that evaluation must be an interaction between the organizers and members who are evaluated. These include teachers and students; whereby teachers are meant to be continually seeking to understand what a student can do and how a student is able to do it. Yoloye (1991) also pointed out that continuous evaluation of students is the only part of education that gauges the school and informs stakeholders about the primacy of a school in a particular location. This means that continuous evaluation could be used to predict future students' performance in the final examinations and possible success at work place or on a particular job.

According to Petzko (2008) suitability of the building with regards to teaching/learning activities; is the policy of the government to construct small secondary schools nationwide,

particularly in the rural areas. The evaluation should cover the following areas: Access, Space for student recreation, lighting system, Relevant materials and facilities, Water supply, including drinking water and water for general use, Management of school buildings according to various services rendered to the community, Management of space for public activities, Preparations for building and property safety, thus, suitability of the building with regards to teaching/learning activities are evaluated.

In secondary schools, evaluation of students' learning in classroom has been an integral component of teaching and learning process, which is done by the teachers in the school system. The teachers, to teach a lot of content to students, have applied this approach at advanced levels because there is much effort. Kellaghan & Greany (2003) noted that this kind of evaluation is subjective, immediate, on-going, and intuitive as it interacts with learning as it occurs. Although the main argument behind the adoption of continuous evaluation in schools is to avoid focusing all efforts, time and energy on just one exam, students in Uganda dedicate their time in reading for the examination and this has made them to sideline the rest of the activities within the school system. Teachers and students put their main focus on final examinations such as the Uganda Advanced Certificate of Education (UACE). This is because UACE results are important determinants of future opportunities for higher education and other life chances. The UACE gives a learner chance to advance to the universities, other tertiary institutions, repeat a class or drop from school in case of failure. Since teachers' assessment of students learning in classroom plays a central role in the learning process of students, it merits serious attention of some students and others find it useless. The challenge is faced directly by students when they are terminated from a certain school due to poor or weak performance. Whereas evaluating student's performance on a regular basis is one of the determinants of effective administration, this should not be confused as the only dimension for administration. This is rightly put by Onuka (2006), for

him evaluation involves systematic collection of data on all aspects of an educational endeavor.

Huberman (2014) also contends that evaluation should not only focus on students' performance but it should also go to all aspects of the school. This means that the data collected about students' academic achievement is used on a continuous basis in a systematic way, to take meaningful decisions on what should happen on the teaching and learning of the students. Naidoo & Graume (2004) have also indicated that in a global economy, evaluation of students' achievement is changing mainly because in an ever-changing knowledge-based society, students would not only be required to learn and understand the basics but also to think critically, to analyze, and to make inference for making decisions. It is therefore critical that evaluators; particularly school administrators, should utilize strategies that are able to measure the changing students' abilities and attitudes, and this is why this study was undertaken.

Despite the central role of continuous assessment in enhancing teaching and learning, and bringing about students' performance, there is a gap as regards determining how teachers continuously assess their students in schools and how this evaluation is linked to performance. This compelled the researcher to carry out this study and the findings are presented in chapter four of this dissertation. Kellaghan & Greany (2003) suggested that there is evidence that the quality of those practices may be deficient in many ways and this might have been one of the reasons why students' performance in secondary schools in some districts of Uganda such as Mpingi has continued to deteriorate, yet they had good performance over the past years. Omoifo (2006) is of the view that what is termed as evaluation in many schools today is summative, final, administrative, rigorous and content-driven rather than formative, diagnostic, private, suggestive and goal-oriented evaluation.

Summative entails the focus on final examinations by teachers, parents and students. Surprisingly, formative assessment is geared towards the consolidation of students' performance in the final examinations rather than inculcating students with problem solving, critical thinking, and life skills (Tashakori & Teddlie, 2003).

There is an argument that a school is effective if its processes result in observable (not always quantifiable) positive outcomes among its students consistently over a period of time (Ninan, 2006). This implies that the effectiveness of a school is dependent more on its 'processes' and gauged by its 'outcomes' other than its 'intake'. 'Intake', plays only a marginal role in school effectiveness. Hoy & Miskel (2000) argued that a school is deemed as effective if the outcome of its activities meets or exceeds its goals. Relevant here is the view that an effective school is one that promotes high levels of student achievement. It is no surprise, therefore that academic emphasis and frequent monitoring of students' academic progress are viewed as important correlates of an effective school (Waner, 2005).

The American Association for the Advancement of Science (1998) categorized the purpose of evaluation into internal and external. The internal purposes for the students' evaluation include conveying students' expectations about what is important to learn, providing information to students and parents about students' progress, helping students to judge their own learning, guiding and improving instruction, classifying and selecting students. External purpose is meant to inform the education funders including parents, education departments and the ministry about what is happening within the school environment. Accordingly, performance is an item to results (Madaus *et al.*, 2003). Kellaghan & Greany (2003) noted that when continuous evaluation has important consequences attached to performance, the impact will directly be on teaching and learning, thus, merit consideration as a mechanism for improving school achievements will be attributed to the administrators.

Naidoo & Graume (2004) noted that up to high school level, evaluation of students is done through terminal, mid-year and annual examinations at the schools. Carnoy & William (1999) had contended that when continuous evaluation tools of students are applied over a period of time, they give an indication whether improvement is taking place or not. Ogunnyi (1984) noted that evaluation of students is cumulative in that any decision made at any time about any student takes cognizance of the previous decision made about such a student. Continuous assessment provides a student with maximum opportunities to learn and to demonstrate knowledge, skills and the attitudes that students have during the teaching and learning process. Surprisingly, Naidoo & Graume (2004), and Carnoy & William (1999) all tend to premises their argument on the evaluation of student's as opposed to vast scholars presented above whose explanations of evaluation and administration are diverse and thus, formative and summative approaches as stated by Marks & Printy (2003) are key.

2.3.2. Relationship between evaluation and administration of private secondary schools

In a study to examine the relationship between evaluation and administration of performance for lower-level employees, it was found that there was a positive relationship between evaluation and ratings of the annual performance among learners which was also in line with the administration of private secondary schools (Yaseen & Afghan, 2016; Gentry *et al.*, 2007). Yaseen & Afghan (2016) concluded that scientific approaches and programs normally reveal these results. However, if evaluations are entirely based on factors unrelated to administration such as seniority, the institution's performance is likely to be slow and weak (Cromwell, 2011).

Barrett (2015) noted that most institutions consider experience in promotions despite the negative effects affecting performance which at times is not the case in most private schools. In such cases, supervisors have incentives to manipulate performance measures to justify promotion. While this has been true in relation to the employees and the levels of

performance, private secondary schools in Uganda have little information about evaluation and administration based on experience. Normally, teachers teach and the results are expected at the end of the term or a year. This has been the common track of performance and little information has been available to capture the performance trend of teachers, non-teaching staff members and head-teachers in the general development of the school which affects the administration of private secondary schools.

Yassin *et al.*, (2016) document a negative correlation between the frequencies of promotion of teachers and the head-teachers which was based on hierarchical levels and this put lower level managers out of the criteria especially in private secondary schools. In Uganda, the Government through the Ministry of Education and Sports does automatic promotion in USE schools, yet there's little information stressing promotion of staff in private schools. While private schools have been among other secondary schools leading in fields such as administration, school performance in Uganda and Kampala district in particular, promotion of teachers / staff because of such performance has never been documented. On the contrary, written documents hardly reveal the importance of such promotion if at all they happen in most cases especially in administration of private secondary schools. Yassin *et al.*, (2016) also found no significant correlation between managerial performance and evaluation across levels in the hierarchy.

Evidence suggest that the likelihood of replacing the CEO with an outsider is inversely related to evaluation and performance or administration (Bash & Breevaart, 2015). In a four-paper examination whether CEO pay is based on absolute evaluation and relative performance, mixed responses were received in as far as administration is concerned. There was weak support for the descriptive validity of the relative-evaluation arguments. While on the lower level groups, it was found that evaluation and administration are normally

interchanged. In order to establish the administration or performance of employees, it was established that managers in the higher levels carry out performance evaluation. This study therefore assessed evaluation of the school personnel and the extent to which they were instrumental to administration. In the same line, this study also assessed evaluation of the school personnel and the extent to which they were instrumental to the school administrators.

Lewin (2001) define evaluation to involve the determination for the value and work of things that implies making decision. The changing needs and attitude of individual children call for a continuous evaluation of such needs and trials in order to enable the children understand themselves better. The teachers need to improve on their teaching methods, the parents through guidance need to understand their children, so that educational, vocational and personal social decisions are realistically determined. Lewin (2001) clearly explains the parameters upon which administration in schools should be assessed and it is through this that school performance is enhanced. This will not only enhance schools' administration but also encourage better school performance. Scholars have analyzed issues of the students' attitude towards evaluation in the education system and have found that the success education ever offers, is seriously tied to the relevant facilities. (Leithwood *et al.*, 2003) believe that the stock of educational facilities in public school system in Nigeria is enormous even at the present state of their insufficiency and inadequacy. They represent substantial financial outlay to the taxpayer. Establishing new educational facilities is no longer a concern but efforts have been put on evaluating students' behaviors and their success. While observing the importance of a school to the learner, Edem (2008) concludes that school facilities improve educational achievement among students. It is the duty of the Ministry or the Board of Governors to provide furniture, equipment, books and expendable materials to schools.

This is because results from such evaluation not only provide feedbacks regarding the educational progress of students but remain the authentic yardstick for gaining the effectiveness of the teacher, the quality of instruction and partially the function of any curriculum reform, thus, improve administration of private secondary schools. According to Yoloje (1991), continuous evaluation is not simply continuous testing, but it also calls for effectiveness among teachers and students for effective performance. Continuous evaluation is more than giving a test; it involves every decision made by the teacher in class to improve students' achievement. It is the only part of the field of education that is a method of evaluating the process and achievement of students in educational institutions (Yoloje, 1991). This means that it could be used to predict future student's performance in the final examinations and the possible success of individuals at the work place, thus, improve administration of private secondary schools.

Continuous evaluation is a formative procedure concerned with finding out in a systematic manner, all gains that a student has made in terms of knowledge, attitudes and skills after a given set of learning experience (Ogunniyi, 2004). Madaus *et al.*, (2003) give a more comprehensive definition of continuous assessment within the educational context as a systematic and objective process of determining the extent of a student's performance and all the expected changes in their behavior from the day they enter into a course of study. In a continuous and progressive manner, to the end of such a course of study and judicious accumulation of all pieces of information derived from this purpose, with a view of using them to guide and shape the students in their learning from time to time and to serve as bases for important decision about the students and also administration of private schools.

2.3.3. Head-teachers' leadership styles in evaluation and administration of private schools.

In recent times, education stakeholders have expressed their concern over the poor performance of students in the schools although some students perform better. Part of the blame for the poor performance was attributed to administrators particularly head-teachers while some portion of the blame has been put squarely on the shoulders of the teachers, students and their parents (Edem, 2008). Studies have found the differences in performance of students and this has been attributed to the leadership styles used by the head-teachers. Supporters of this assertion define leadership in schools or styles of leadership by the head-teachers as one of the approaches used by leaders to achieve the goals of the school (Wiles, 2012). Leadership by the head-teachers in schools is what they use to influence the behavior and actions of other people. Evaluation is an important phase in group leadership. It is a procedure through which supervision can bring about group self-improvement. Charismatic leadership trends of the 1990's attempt to explain the phenomenon by defining charisma in terms of two components- idealized influence and inspirational motivation; each consisting of its own inflexible list of behaviors (Kaya *et al.*, 2012).

The leadership style of the head-teacher is of utmost importance in the school performance. The school head-teacher has the role of providing direction and exerting influence on the teaching and non-teaching staff in order to achieve the school's goals (Leithwood *et al.*, 2003). Teachers occupy such a central and significant position in our education system that their attitude and morale is a major concern not only to education authorities but also to the general public. Being critical classroom facilitators and curriculum implementers, they are key determinants of education quality (Republic of Kenya, 2005). Teachers interpret educational philosophy and objectives to select knowledge and skills before informing the students. This shows the importance of the school head-teacher's role in improving teachers,

student performances and school achievement. It is against this background that this study examined the possible influence of leadership styles in the administration of private secondary schools in Kampala district.

Research found out that speech content, delivery, and organizational performance are impacted by perceptions of a charismatic leader, and in some cases, the content, delivery, and organizational performance outweigh the effects of charisma itself in evaluating the performance of a fictional CEO. The results indicate a need to disentangle the task and person-oriented behaviors associated with idealized influence and inspirational motivation to better understand leadership effectiveness (Barrett, 2015). In fact, other researchers have identified the need to decompose the general charismatic syndrome. Likewise, McCleskey (2014) argued that patterns of leadership traits have greater effects on leadership perceptions than the effects of individual traits and performance. Thus, it appears that patterns of task and personal-oriented behaviors outweighed the effects of charisma alone. Hughes (2002), observes that, the head-teacher is ultimately responsible for every aspect of school life, and must ensure that each task is adequately covered, that all areas of responsibility are clearly defined and that lines of communication are established in order to ensure that the head-teacher is always well informed and the staff and students are not left in isolation.

Wergin & Muller (2012) have disentangled charisma and explored the continuous, rather than the binary nature of task and personal-oriented behavior by positing that the leadership style is defined by one leader's combination of leadership behaviors relative to another leader's behavior. Wiles (2012) defined task-oriented behaviors as those that serve to provide pressure and instruction to subordinates and personal-oriented behaviors as those that provide support to subordinates. Farrell & Whidbee (2003) created a typology in which leaders can express one of four leadership styles, dependent on high versus low expressions of task and personal-

oriented behaviors. Yassin *et al.* (2016) reviewed literature to determine the behaviors that task and personal-oriented leaders enact. Several behavior patterns were identified for each type of leadership style regarding: the types of activities in which a leader participates, the leader's priorities of performance (system versus unit performance), the scope of leader involvement, and the paralinguistic behaviors of the leader. It was found that leadership is important in not only influencing teachers but also in influencing students' behaviors and consequent performance.

In the school setting, Sullivan (2013) is of the view that leadership style is the manner and approach of providing direction, implementing plans and motivating people. This motivation is hardly extrinsic but intrinsic. Motivation is a very important aspect in the life of any organization where results are valued. In a school it is not only important to students but also the staff members, whether directly or indirectly. Motivation involves according to D'Souza (2003) ensuring an open organizational climate, which is supportive, considerate, provide satisfying and relevant job distribution, provide consultative and co-operative decision making and is open to change. Lewin (2001) led a group of researchers to identify different styles of leadership. This earlier study has been very influential and established three major leadership styles which include; Autocratic or Authoritarian, Democratic (participative) and Laissez faire. A good leader (head-teacher) uses all three styles, with one of them normally dominant while bad and ineffective leaders tend to stick to one style.

It is more difficult to move from an authoritarian style to democratic style than vice versa. Abuse of authoritarian style is viewed as controlling, bossy and dictatorial. Lewin's (2001) study stressed that Democratic leadership was generally the most effective and influences his subjects to what they would have failed to do. In his study, children in this group were less productive than the members of the autocratic group, but their contributions were of much

higher quality. Children under the Laissez-faire leadership were the least productive of all the three groups. UNESCO (2006) observes that staff members will perform effectively when they are assured of: Salary, job Security, regular consultation with the head-teacher, their work being appreciated, fact full discipline and when they receive sympathetic help when dealing with problems.

Today, more than ever, schools are facing the need to work efficiently and improve their educational work as a result of limited evaluation. An efficient head-teacher allows the school to administer or manage its critical human resources more effectively. In this context the role of school administration is considered to be rather significant since the educational outcome is strongly influenced by the specific organizational characteristics of each school, such as school leadership, school climate, the degree of school autonomy, and the organizational development plan, which, as a whole, arrange and define the process of school management (Sembirige, 2009). Several studies, though, have showed that the appropriate school climate, leadership behavior model, participatory governance, empowerment of school stakeholders, and other relevant parameters can be improved through evaluation, the functions and practices of administration, in the process of creating an effective school (Petzko, 2008).

Wiles (2012) observed that the caliber of leadership in a school could have a dramatic effect on teachers' evaluation and students' achievement. Furthermore, there was a strong relationship between effective leadership style and students' achievement. Iqbal (2005) revealed that authoritative leadership style had a significant effect on school effectiveness (an indicator of a student's achievement) as compared to democratic style in public schools. Successful schools are characterized by head-teachers who support and stimulate initiatives taken by others, who set up cross-hierarchical steering group consisting of teachers, and sometimes students and who delegate authority and resources to the steering group, when

maintaining active involvement in or liaison with the group. Iqbal (2005) further asserts that people become empowered when they count on the support of the boss, can make or influence, decisions affecting them and have access to information and resources enabling them to implement decision.

Nsubuga (2009) insisted that a democratic style produced higher test scores than an authoritarian or Laissez-faire leadership style did in high schools. He revealed that democratic or consultative form of leadership was the best in Uganda's schools. He also clarified that most head-teachers in Uganda used this kind of leadership in order to create ownership. The findings of the study also showed that not a single kind of leadership style was used in schools. Although the democratic style was the most preferred, depending on situations in schools, leaders tend to use the different leadership styles but at times use a specific style of leadership. Good overall school performance is exhibited where the democratic style of leadership is practiced.

Leadership is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students. There are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. Astin & Astin (2001) describe leadership as the ability to get all members of the organization perform tasks required to achieve the organization's goals and objectives. Good leadership is essential if schools are to improve. Exemplary leadership creates a sense of excitement about teaching and learning within the school and community by focusing on dreams and expectations of students, parents and the community.

Where the head-teacher works within the community network in a participatory collaborative approach in the dynamics of specific social and economic culture context and historical processes in which leadership is embedded: the practice, structure, values and norms of the

local and greater communities that emerged over time and are still present as a sounding board for new perceptions and influences (Sullivan, 2013). The head-teacher's role is seen, on the one hand, as a moral agent – a leader with high levels of commitment, patience, care and facilitative role, and on the other, an effective administrator to run the affairs of school efficiently by fulfilling expectations of the stakeholders in a participatory approach (Sergiovanni, 2000).

Moller & Pankate (2006) recognized a shift in the organizational structure in schools. These included educational leadership shifts in roles, relationships and responsibilities. Students, too, need to be involved and informed about the leadership roles in the school. The head-girl and head-boy, usually meet frequently with the senior master/mistress/or deputy head-teacher, and at regular intervals with house captains and sports captains. Those holding house responsibilities consult regularly with heads of houses. Students throughout the school meet and communicate with each other in a variety of ways. D'Souza (2003) further asserts that the delegation of responsibility should leave the head-teacher free to attend to staff problems, to move about the school sensing the atmosphere, to be seen available. Far from being dehumanized or remote, if the chain of communication is working efficiently, the head-teacher should be relieved of the burden of administration in order to be seen and known as a person, not as a business manager.

These studies show that often community school head-teachers work under tremendous pressures due to many reasons, including tight management structures within their own institutional context, financial constraints, parental pressures, communal conflicts, and sectarianism, which often lead to armed conflicts (Moos, 2013). The head-teacher, as community school leader, is seen as a central person in a particular social, economic and cultural context in the whole process of School improvement (Sullivan, 2013). Head-

teacher's leadership role is seen in many forms as driver and responsible person to transform the school to the highest levels.

2.4. Summary of identified gaps from Literature

There are always differences in performance of students which he attributed to the methods or styles used by the head-teachers and other instructors in the learning process (Edem, 2008). However, the author falls short of making an all-round comparative analysis of what has been suggested by scholars and behavioral psychologists such as Sigmund Freud who argued that other factors such as the environment and the natural endowments are more significant in the performance of students than the leadership style used by their school administrators.

Naidoo & Graume (2004) noted that up to high school level, evaluation of students is done through terminal, mid-year and annual examinations at the schools. However, his study was exposed to methodological gaps in as far as the sampling was inconclusive and thus the conclusion. This is because modern day school administrators have transcended dependency on the such periodical examinations as forms of evaluation and instead focus on regular on going and continuous assessments to provide an overview of learning among the learners.

Carnoy & William (1999) had contended that when continuous evaluation tools of students are applied over a period of time, they give an indication whether improvement is taking place or not. The observable gap here is that he does not cater for learners that memorize what has been passed onto them and reproduce the same without necessarily learning but being equipped for passing a given test or examination. Besides, the duo also seem to argue that cognitive reproduction of principles is equivalent to improvement in learning which is not necessarily true.

2.5. Conclusion

Literature discussed above shows that the evaluation is equivalent to systematic assessment of the program for the purpose of improving its design, delivery and the usefulness of the quality of services delivered to the consumer and in secondary schools it is mainly the head-teacher who is at the forefront for implementing this. On the contrary, some scholars have attributed the meaning of administration to only the evaluation of student's performance, which in a way has fallen short of an all-encompassing evaluation approach as the learners are critical actors in providing feedback for action. This is partly true as some private schools use this as a yardstick but the general understanding by many scholars is that evaluation of administration is not only on student's performance but incorporates other aspects of school management such as teacher responsiveness to student grievances and co-curricular activities among others.

Administration involves the alignment of people within the school. Aligning people means getting them to share the same vision and moving forward in the same direction. Aligning people with the same vision and a set of strategies for school improvements help produce the changes needed to cope with the changing environment (Moos, 2013). Leadership development occurs when individuals become more skilled in getting people work together as a team when they have opportunity to develop high-performing work teams.

Finally, scholars further contend that evaluation of leadership styles should also look into; democratic, charismatic and autocratic leadership styles among others. The head-teachers are the genesis to development of attitudes and a road to all gestures that communicate within the school. The head-teachers' supervision, is intended to improve teachers' instruction in order to influence schools' achievement and with this to be successful, evaluation of leadership styles by school head teachers needed to be addressed.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section explains the approaches that were adopted in the study. It describes the research design, study population, sampling techniques and procedures, sample size, methods of data collection and data sources. It includes measurement of reliability and validity of the various instruments, and the data analysis procedures used in the study.

3.1. Research Design

The study employed a cross sectional research design, according to Amin (2005), a research design is when data is collected at a single point in time. Both qualitative and quantitative approaches were used. Quantitative research methods were used because they enable a structured statistical measurement of variables (Trochim, 2006). Quantitative method is the best method for statistical presentation. This reduced the problem of reliability caused by extreme subjectivity of qualitative research (Amin, 2005). Qualitative approaches of data collection and analysis were employed in order to get an in-depth understanding of the phenomenon under investigation (Amin, 2005). Qualitative approach was used to collect data or information on aspects that are not measurable while quantitative methods were used to gather information or data on measurable or quantifiable aspects.

3.2. Study population

The study was conducted in private secondary schools in Kampala district. The study population was 2610 (KCCA, 2015) targeting head-teachers, teachers and students of Rubaga Girls Secondary School, Uganda Martyrs High School Lubaga, and Green Hill Academy.

3.3. Sampling Techniques / Procedures

The study used a stratified two stage cluster sampling design. Kampala district was considered as a strata within which, purposive sampling was used to select the three study schools. Within these schools, clusters were created from administration, teachers and students. In each of these cluster levels, head-teachers were chosen using purposive sampling as key informants from the interviews because of their expertise and influence in the area of study, and considering their roles in administering and evaluating the school programs, while teachers and students were randomly chosen using simple random sampling because it gives an equal chance of being selected to all sampling units on the frame.

3.4. Sample size

A sample was taken from the entire study population. For purposes of this study, sampling of students was limited to S.4 and S.5. This was because the researcher deemed students of these two classes the most adequate respondents to provide objective answers. S.4 Students were chosen because they were deemed to have lived long enough in the schools to know and provide adequate overview of the monitoring mechanisms while S.5s were chosen to triangulate and give a picture from a much more neutral point of view. Similarly, in order to generate a detailed understanding of the phenomenon, the study limited the sampling of teachers to those that teach or have a direct responsibility in the teaching and learning process of the S.4 and S.5 students. The researcher saw no need of using sample size determination formula for 'known' population since the Krejcie and Morgan's (1970) table has all the provisions one requires to arrive at the required sample size. Krejcie and Morgan's (1970) table was used to select respondents in the categories of teachers and students while the head-teachers who are the key informants were chosen purposively considering their limited number.

The various categories of respondents were arrived at using different sampling techniques. These are as illustrated in the table 3.1.

Table 3.1: The number of respondents and sampling techniques.

Respondents category	Study Population (N)	Sample size (S)	Sampling technique
Head teacher	3	3	Purposive
Teachers	65	60	Simple Random Sampling
Students	365	273	Simple Random Sampling
Total	433	336	

Source: Field Data (2017)

3.5. Methods of data collection

The research used the mixed method approach where both quantitative and qualitative data collection techniques were used. According to Tashakkori & Teddlie (2003) multiple methods of data collection offer an opportunity for different methods to be used for different purposes within a particular study.

3.5.1. Key Informant Interview guide

Formal interviews were administered to the three head-teachers as key informants to this research. Interviews were initiated by the researcher and respondents were expected to respond in relation to the questions posed by the researcher. Respondents were allowed to engage with the researcher into lengthy and narrative discourses on the topic and objectives without deviating. Structured and unstructured questions were used during the interviews to get sufficient information of this study.

3.5.2. Self-Administered Questionnaire form (SAQ)

Ahuja (2001) defines a Self-Administered Questionnaire form as a set of questions usually sent by mail or delivered by hand by the researcher. The hand delivery can be at home, school/college, institution or organization office and for the case of this study, the hand delivery was at school. The SAQ were delivered to the schools by the researcher. Most of the target teachers were found in staff rooms while students were found in classes and school compound. The study used a questionnaire form because it allows respondents to give information during the absence of the researcher (Oso & Onen, 2009). Further, questionnaire forms capture information in a short and meaningful way. Some of the questions were closed; questions that allow a researcher to obtain information on relative preferences and importance. Closed ended variables were measured on a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5) meaning that positive responses attracted a higher value and the negative attracted a lower value. The items under each variable were developed in line with the views expressed in the study literature by re-known scholars on a given variable under study.

(Refer to appendix I and II: Questionnaires forms for teachers and students respectively)

3.6. Sources of data collection

Both primary and secondary data was used for this study. Primary data involved obtaining first-hand information directly from the respondents. Secondary data included data obtained from the reviewed existing documents relevant to the study as explained below.

Primary sources

This is the first-hand information. It was collected by using self-administered questionnaire forms and interview guide to obtain information from respondents during the study. It was accurate and focused on the study.

Secondary Sources

The researcher used secondary data to supplement the information gathered from the primary sources. The reason for the use of secondary data was to help the researcher fill the gaps that existed after gathering the primary data. This included News Papers, Journals, textbooks, the Ministry of Education briefs, school magazines, as well as the internet. These were used in reviewing the literature and during the discussion of the findings and analysis in chapter four.

3.7. Data quality control

Validity

In scientific research, validity refers to the extent to which the instruments are relevant in measuring what they are supposed to measure (Amin, 2005). The researcher prepared questionnaire forms and distributed them to two supervisors to justify their stability before distributing them to respective respondents. The two experts had the opportunity to correct and delete some questions that were irrelevant with the study. This helped the removal of ambiguities and facilitated clear understanding of the questions by the respondents.

The researcher requested two supervisors to score the content with the questionnaire and the average percentage of the score was used to determine the Content Validity Index (CVI). In cases where the average percentage was above 50%, the content was considered valid. The formula below was used to check for validity of the research questions:

$$CVI = \frac{R}{R+N+IR} = 33/33+0+4 = 0.8918 * 100 = 89.18\%$$

Where;

R is Relevant, **N** is Neutral, and **IR** is irrelevant.

The closer the value is to 1, the more valid the instrument (Amin, 2005).

Reliability

According to Amin (2005), reliability is the degree at which the instrument consistently measures whatever it is meant to measure. The researcher used Cronbach reliability test to get a credible alpha co-efficiency. This was done by the use of pretesting (Cronbach alpha, 1951). This method measures the consistency within the instruments and how well a set of items measure a particular behavior or characteristic with the test. The researcher conducted a reliability test using SPSS version 20 to determine the alpha values of variables that determined the reliability of tools as per Table 3.2 below;

Table 3.2: Cronbach Alpha Value for reliability of the study tools

Variables	Number of items	Cronbach's Alpha
Evaluation	16	0.892
Administration	13	0.830
Leadership styles	14	0.945

Source: Field Data (2017)

Table 3.2, shows that all the attributes of the independent variable as well as dependent variable gave Cronbach's Alpha values above 0.7 when reliability test was conducted as attached in appendix V. This implied that the tools used in the study were reliable for data collection as stated by Cronbach (1951) and further asserted by Sekaran (2003).

3.8. Data Management and processing

Quantitative Data Management and processing

Simple descriptive statistics like frequency counts and percentages were computed to document the demographic information of the respondents. The mean and standard deviation were used to document respondent's opinion on organizational culture and organizational

performance. Pearson correlation coefficients and regression analysis were computed to determine the relationship between the independent and dependent variables as suggested by Sekaran (2003). Pearson's correlation analysis enabled the researcher to establish the relationship between the study variables. Regression analysis helped in estimating the degree at which one variable (independent variable) explained the variance in another variable (dependent variable) and the net effect of the dependent variable on the dependent variables under the study.

Qualitative data Management and processing

Qualitative data was analyzed using content analysis. Responses from key informants were grouped into recurrent issues and themes developed from the same. The recurrent issues which emerged in relation to each guiding question which was presented in the results, with selected direct quotations from the respondents offered as illustrations.

3.9. Data Analysis

Quantitative Data Analysis and presentation

Data analysis is a process of inspecting, cleaning, classifying, coding, tabulating, transforming, and modeling data needed to perform quantitative or qualitative analyses according to the research design and appropriateness of the data (Mosby, 2009). The researcher analyzed and presented quantitative and qualitative data using appropriate methods for each type of data for their accuracy, completeness, suitability and usability. Quantitative data was analyzed using the SPSS version 20 and have been presented in form of tables.

Qualitative Data Analysis and presentation

The qualitative data was analyzed through categorization method by creating themes (topics or major subject that come up in discussions) and grouping similar responses into various classes called categorical variables. Data was presented in narrative form.

3.10. Ethical considerations

Ethical considerations are procedures the researcher passed through to carry out the study. It considered assuring respondents the fact that the study was carried out for the agreed purpose and in accordance to ethical procedures. The researcher got an introductory letter from Uganda Martyrs University which was presented to respondents seeking for their consent to carry out this research study. Before the study could be carried out, the researcher would first seek for consent from the respondents. Fortunately, majority of the respondents consented and this eased the data collection. (*Refer to appendix VI*)

3.11. Limitations of the study

Information about the effects of evaluation and administration is in most cases based on different head-teachers in private schools in Uganda who wish their schools could perform better than the rest of the schools. The researcher therefore anticipated some school head-teachers and heads of department could hide some information during the study. In order to solve this challenge, the researcher went an extra-mile to explain the academic nature of this research so that respondents could reveal the relevant information therewith.

The study was also carried out at a time when the government of Uganda had made it official to tax private schools and due to this policy, some of the school administrators were anticipated to hide schools' information. However, the researcher dissociated the study from the government duties and explained to the respondents that the study was meant for academic purposes.

Although the study was carried out in Kampala where the researcher lives, he anticipated the challenge within transport costs. Out of fear, the researcher was a private student pursuing a postgraduate degree and anticipated having little facilitation. He would however use the

meager funds and sought for financial contribution from the Catholic Sponsorship Program, which sponsored his Master's degree course.

3.12. Conclusion

This chapter presents the methodology that was adopted during the study. It describes and discusses; the research design, sample size and selection, the data collection methods which were used and their corresponding data collection instruments, data management and analysis procedures as well as steps that were taken to ensure validity and reliability of the instruments used during the study and measurement of variables.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents study findings on the effects of evaluation on the administration of private secondary schools. The chapter presents findings according to three research objectives which looked at examining the effects of evaluation and administration of private secondary schools, establishing the relationship between evaluation and administration of private secondary schools and examining the effect of leadership Styles of head-teachers in evaluation on the administration of private secondary schools.

The chapter presents descriptive results analyzed from the questionnaire in form of means and standard deviations. The chapter also presents correlations and regressions to show the nature of relationship and the magnitude effect, the independent variable has on the dependent variable.

4.1. Response Rate

The study targeted 336 respondents including 3 headteachers for qualitative data to provide the data of the study. Out of the 333 individual respondents targeted for the quantitative data, 300 usable questionnaires were returned giving a response rate of 90.1% which was acceptable for the study according to Sekaran (2003). 33 questionnaires forms were not received due to unavoidable circumstances.

4.2. Description of the Demographic Characteristics

The study sought to explore in detail, demographic characteristics of respondents. These included age, sex and education level.

Table 4.1: Distribution of Respondents by Socio-economic Factors

Demographic Factors	Frequency	Percent
Age group-distribution		
15 - 24	237	79.0
25 - 34	23	7.7
35 - 44	19	6.3
45 - 54	17	5.7
55 and above	4	1.3
Overall	300	100.0
Sex		
Male	161	54.0
Female	139	46.0
Overall	300	100.0
Education Level		
Secondary - O' Level	124	41.3
Secondary - A' Level	113	37.7
Diploma	11	3.7
Under graduate	46	15.3
Post graduate	6	2.0
Overall	300	100.0

Source: Field Data (2017)

Table 4.1 above, shows that 237 (79%) respondents were 15-24 years and these were mostly the students who are the beneficiaries of the evaluation programs, which is normally carried out from schools. Equally, 23 (7.7%) of the respondents were between 25-34 years, 19 (6.3%) and 17 (5.7%) were in the age range of 35-44 and 45-54 respectively; and only 4 (1.3%) of the respondents were above 55 years. This data set distribution was attributed to the fact that the study was carried out from secondary schools where students constitute the majority of the respondents. Students from S.5 ranged from 19 to 24 years while students of S.4 ranged from 15 to 18 years. This means that respondents were aware of their school environment to give reliable information about evaluation in the administration of private secondary schools. Majority of teachers are between 25 – 34 years meaning that there is a high likelihood of confidentiality and trust between the learners and these teachers since they are more or less in the same age bracket which is important in undertaking evaluation with a view of getting credible feedback from the learners.

The same table shows that both male (54%) and female (46%) respondents participated in the study. This data set distribution was due to the fact that male teachers and students were more than their female counterparts, which was also reflected in responses towards performance, where it was noted that the number of male students who benefit from the school evaluation was higher than the female students. The implication of this in terms of evaluation and administration is that given the high number of male teachers, female students may not easily open-up to them especially in giving feedback about the issues that affect them and this may equally affect the results among such students.

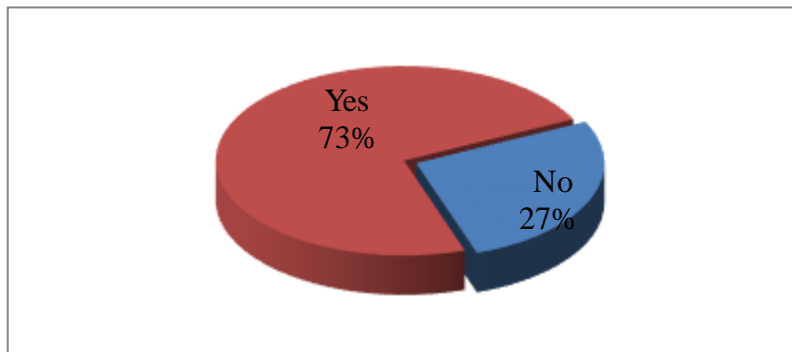
The study sought to ascertain the Level of education of the Respondent which is categorized as secondary – O and A levels for students, diploma, degree and post graduate degree for teachers and head-teachers.

The study results further show that 124 (41.3%) of the respondents were students from O' Level-S.4, 113 (37.7%) were students from A' Level-S.5, respondents with diploma 11 (3.7%), undergraduates 46 (15.3%) and post graduates 6 (2%). The data distribution shows that most teachers (students' mentors) had degrees and few had diploma. This data was attributed to the fact that private secondary schools prefer teachers with degrees since they are expected to be more knowledgeable in content than those with diplomas. It also means that a post graduate qualification is not significant in undertaking a teaching role in the sampled private secondary schools in Kampala district.

4.3. Effects of evaluation and administration of private secondary schools

Various questions were set in order to understand the nature of evaluation. This started with the question about knowledge of evaluation in schools, 73% of the respondents had knowledge about evaluation and 27% had never heard about evaluation.

Figure 4.1: Response on knowledge about evaluation

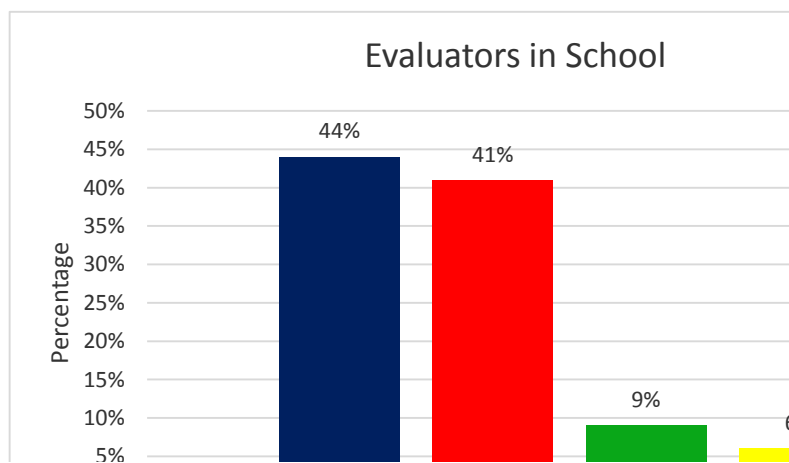


Source: Field Data (2017)

Figure 4.1, shows that the sampled schools are evaluated and 73% of the respondents noted that evaluation had been carried out through interviews from the teachers about administration of the schools, the teaching and learning activities, co-curricular activities and the daily school environment. Respondents noted that the officers from the Ministry of Education and Sports, from the district education office mostly carried out this form of interview.

Apart from this form of evaluation, respondents had varied responses on who carries out evaluation in school. This according to teachers, is internal evaluation and it is done by the head-teachers, heads of department and the findings are presented in figure 4.2 below;

Figure 4.2: Showing who normally leads evaluation of school programs;



Source: Field Data (2017)

Figure 4.2 shows that 44% of the respondents revealed that evaluation of schools is normally headed by the head-teacher, 41% revealed that the teachers head the evaluation, 9% supported non-teaching and support staff, and 6% were not sure. Respondents noted that evaluation by the head-teachers comes from the daily supervision of the teachers. Although head-teachers normally give appraisal forms to teachers and students, they normally carry out daily evaluation. The head-teachers normally evaluate teacher's performance and this is done through students' performance in learning. According to Edem (2008), evaluations are useful measures of supporting teachers to identify their strengths and weaknesses and also proposing ways of correcting them before they affect the entire system. Respondents also noted that the head-teachers evaluate the nature of the buildings termly and informs the directors of the schools for the required improvements.

Respondents noted that apart from daily assessment of students by teachers while in staff room at break, students' evaluation is normally done at the end of the term. Just like many other concepts, different scholars have approached assessment differently. The dictionary definition tends to agree with the fact that to assess is to put a value on something. The value could be in financial terms, but educational assessment and in particular the evaluation of the involvement of teachers in school programs cannot be placed on financial terms. However, it is true that individual outcomes of evaluation in education come with economic benefits. For instance, a head-teacher who has shown a high level of competencies resulting in improved performance in the school can receive a monetary or material award. This concurs with Barrett (2015) who contends that schools evaluate their programmes in order to determine the level of performance and how far they have achieved the goals set. Through this form of evaluation, teachers were assessed and evaluated basing on subject performance in classrooms. Therefore, evaluation was found as a common practice, done by the head-teacher and the teachers among others.

4.3.1 Roles of different individuals in evaluation

Head-teacher:

In school evaluation, it is the role of the head-teacher to receive officials from the Ministry of Education and Sports or from the district to the schools. *“Respondents noted that the office of the head-teacher has the required information”*. This information includes the number of teachers in school, the nature of the library and laboratory, the nature of the classrooms, number of classrooms in relation to the number of teachers, the teachers’ work load, school facilities for both female and male students, nature of accommodation and meals for the students. It is the role of the head-teacher to accompany evaluators to observe the surroundings of the school.

The head-teacher is a manager of evaluation since every activity takes place in the school with his consent. As a manager, the head-teacher delegates evaluation duties to different teachers in the school such as the deputy head-teacher, director of studies, heads of departments and teachers. According to Astin & Astin (2001), effective head-teachers are firm and purposeful, appoint effective teachers, create consensus and unity of purpose, they share and delegate responsibilities and involve all teachers in decision making. Delegation of duties is part of the democratic and charismatic leaders. Similarly, the study established that head-teachers prepare evaluation forms and different approaches to be adhered to in the due process. In this regard, the head-teacher receives, accepts, and examines the reports from the teachers regarding evaluation.

The efficiency of head-teachers leads to appropriate administration goals of the schools where teachers as well as students continue to provide feedback for improvement. In this study, respondents noted that the head-teachers avail time during school hours to be consulted by different teachers. They do not act at a peripheral standpoint but remain with the teachers

in the due course. In order to have effective evaluation of the schools, Goleman (2000) gives different approaches that are meant to be followed. He mentions that the head-teacher should be at the central position of receiving information from the teachers carrying out evaluation at different levels.

Teachers

Internally, the evaluation work is done by teachers according to the respondents, as attested by 16% and 28% of the responses; academically, the teachers evaluate students' books and position students with different levels. They receive appraisal forms from the head-teacher, deputy head-teacher, and director of studies or head of department to fill them in accordance to their conscience and observed items during the supervision. They carry out the exercise of evaluation at departmental level but have no authority to determine or take decision without the consent of the head-teacher (Pratama, 2013).

Non- teaching staff

These support staff have major roles during evaluation. They support individual teachers such that the evaluation exercise is concluded well (Becker & Smith, 2011). Qualitative findings from the study revealed that the two non-teaching staff members were found essential since they keep important components such as text books used for the teaching and learning process in the school. The library attendant accounts for books in the library. Respondents noted that this information is crucial during external and internal evaluation. The same applied to the laboratory attendant.

4.3.2 Nature of evaluation

In order to establish the nature of evaluation, Likert scale statements were set and quantitative responses are presented in the Tables below;

Table 4.2: Evaluation is carried out once in a year

Responses	Frequency	Percent
Strongly agree	20	6.7
Agree	33	11.0
Not sure	88	29.3
Disagree	149	49.7
Strongly disagree	10	3.3
Total	300	100

Source: Field Data (2017)

Table 4.2, shows that evaluation of private schools is carried out more times rather than once in a year and this was supported by 149 (49.7%) of the respondents who disagreed, and 10 (3.3%) that strongly disagreed. On the other hand, 88 (29.3%) was not sure, 33 (11%) agreed and 20 (6.7%) strongly agreed. The data distribution was attributed to the fact that some of the teachers were part-timers and new teachers. They had little knowledge when evaluation took place in their schools. The students knew that evaluation normally took place at their schools but they could not state when it was carried out. While interviewing the three head-teachers, it was rectified, *“Evaluation is a school program that is normally incorporated in the school time table to be followed termly.”*

The teachers revealed that head-teachers are pillars in evaluation. They are drivers, even if they do not directly participate in the actual daily activities of the school programs like teaching, but have a supervisory role. They organize the appraisal forms, and the findings of the respondents are presented in Table 4.3.

Table 4.3: Head-teachers organize appraisal forms

Responses	Frequency	Percent
Strongly agree	25	41.7
Agree	31	51.7
Not sure	02	3.3
Disagree	00	0.0
Strongly disagree	02	3.3
Total	60	100

Source: Field Data (2017)

Table 4.3 shows that 31 (51.7%) of the respondents agreed and 25 (41.7%) strongly agreed, 2 (3.3%) were not sure, and 2 (3.3%) strongly disagreed towards the role of the head-teachers in organizing the appraisal forms. It is crucial that the use of appraisal forms for teacher evaluation be conducted in a constructive and non-threatening way. Therefore, teachers should be encouraged to take initiatives in seeking and using evaluation for self-improvement rather than waiting for their head-teachers to impose it on them. The purpose of teacher evaluation according to Perryman (2010) is to help teachers improve their teaching performance, identify training needs and get useful feedback which in-turn improves the institutions. It is also essential to celebrate, recognize and reward the work of teachers. The results reviewed also shows that majority of teachers report that appraisal and feedback they receive is beneficial, fair and helpful for their development.

The findings also established that respondents know the purpose of evaluation such as hard work as presented in Table 4.4.

Table 4.4: Evaluation motivates staff to work hard

Responses	Frequency	Percent
Strongly agree	33	55.0
Agree	19	31.7
Not sure	02	3.3
Disagree	04	6.7
Strongly disagree	02	3.3
Total	60	100

Source: Field Data (2017)

Table 4.4, shows that 33 (55%) of the respondents strongly agreed with the statement and 19 (31.7%) agreed. The findings however, show that, 2 (3.3%) of the respondents were not sure, 4 (6.7%) disagreed and 2 (3.3%) strongly disagreed. In the researcher's opinion and according to the head-teachers, it is evaluation that forms the hardworking nature of an individual. While explaining about quality performance, Barifaijo *et al.* (2015) noted that performance is a basis for the equity theory since employers work to achieve their goals. Some of the inputs into the school systems were the employees who are normally evaluated for quality performance. Therefore, by carrying out evaluation in schools such as teacher evaluation; teachers know where they had gone wrong and where they need to put much effort. This results into positive performance on the teachers' work which is revealed through students' performance. According to the interview guide, the three head-teachers remarked that there are different forms of evaluations carried out within their school environment with different purpose. For example,

"The head-teacher can carry out students' evaluation or subject evaluation through head of departments in order to determine the level of a given teachers' performance. In addition, the management or the Board of Governors has the mandate call the head-teacher at any time to provide accountability on any transactions in the school especially when no clear authorization was made".

According to the head-teachers and students, the teachers are the first participants in most school programs and evaluation. Response supporting this assertion is presented in Table 4.5.

Table 4.5: Teachers are involved in evaluation exercise

Responses	Frequency	Percent
Strongly agree	24	40.0
Agree	26	43.3
Not sure	7	11.7
Disagree	00	0.0
Strongly Disagree	03	5
Total	60	100

Source: Field Data (2017)

Table 4.5, shows that teachers are involved in the evaluation exercise. This was supported by 24 (40%) of the respondents who agreed with the statement and 26 (43.3%) who strongly agreed. On the other hand, 7 (11.7%) were not sure and 3 (5%) of the respondents strongly disagreed. This means that teachers are involved in the evaluation exercise. According to head-teachers, teachers are the “*engines*” of schools because they are in the middle of the administration and the students. According to the Education Act (2008), teachers are answerable to the duties assigned to them by the head-teacher in the schools they operate. By being involved in evaluation, they are fulfilling their duties in accordance with the policy of Uganda’s education system as described in the Government White Paper. The above results were in line with (Bash & Breevaart, 2015) findings that, teachers are motivated when they have a feeling of acceptance and inclusion, opportunity for personal growth, recognition of achievement, an awareness of being needed, and an opportunity to influence events.

Among other issues that are evaluated in schools are the buildings and how they are being used. This information is presented in Table 4.6.

Table 4.6: School structures are evaluated

Responses	Frequency	Percent
Strongly agree	21	35.0
Agree	32	53.3
Not sure	05	8.3
Disagree	01	1.7
Strongly disagree	01	1.7
Total	60	100

Source: Field Data (2017)

Table 4.6, shows that 32 (53.3%) of the respondents agreed and 21 (35%) strongly agreed that buildings are evaluated. However, 5 (8.3%) were not sure, 1 (1.7%) disagreed and 1 (1.7%) strongly disagreed. This means that the buildings (classrooms, dormitories, staff quarters, offices, laboratories, and sanitation facilities among others) of the schools are evaluated. According to the three head-teachers, there is a need for continued evaluation of the school facilities since enrollment normally increases every new term and some constructions were ongoing. In the researcher's opinion, accommodation is important in the life of human being and schools need to continue constructing more buildings as the number of students increase. This is also because limited or un-conducive learning environment impacts negatively on the teaching and learning process of both the learners and instructors.

Schools also aim at effective teaching and learning. This calls for various books that are kept in libraries. While carrying out this study, the researcher found out that libraries were also evaluated and the number of books per subject and department were recorded. This calls for addition and updating the books in the libraries by the school management through the head-teachers. The head-teachers noted that some students and teachers steal some of the books and others become outdated. Information in support of library evaluation is presented in Table 4.7.

Table 4.7: Library is evaluated

Responses	Frequency	Percent
Strongly agree	20	33.3
Agree	29	48.3
Not sure	06	10.0
Disagree	04	6.7
Strongly disagree	01	1.7
Total	60	100

Source: Field Data (2017)

Table 4.7, shows that 29 (48.3%) of the respondents agreed with evaluating the stock and usage of the library and 20 (33.3%) strongly agreed. Although 6 (10%) of the respondents were not sure, 4 (6.7%) of the respondents disagreed and 1 (1.7%) strongly disagreed that libraries are not important for the smooth teaching, reading and learning in the schools. Omofio, (2006) observes that quality curriculum implementation demands that adequate teaching and learning resources are made available. Therefore, having appropriate tools at the students' disposal makes teachers even more confident of doing a good job, thus increasing effectiveness and productivity.

Equally, the study established that laboratories are also evaluated. These are majorly focusing to teach students in science subjects. According to two head-teachers as key informants,

“The government of Uganda has made it cardinal for students in the lower classes to take sciences. It is therefore an obligation of the schools to have modern, equipped, appropriate and different laboratories for different subjects in relation to the number of the students in a particular class”.

Response in support of evaluation of laboratories is presented in Table 4.8.

Table 4.8: Laboratory is evaluated

Responses	Frequency	Percent
Strongly agree	28	46.7
Agree	30	50.0
Not sure	00	0.0
Disagree	02	3.3
Strongly Disagree	00	0.0
Total	60	100

Source: Field Data (2017)

Table 4.8, shows that 30 (50%) of the respondents agreed with the statement, 28 (46.7%) strongly agreed, and only 2 (3.3%) disagreed. Although the table shows varied responses, according to the Education Act (2008), laboratories are fundamental structures when establishing and registering a private secondary school. They are considered influential to the school programs in Uganda, since the nation is focusing on science, innovation and skill development. According to the head-teachers as key informants, some schools construct laboratories for different reasons and the main aim was the quality of teaching that schools intend to execute for a brighter future. This supports the argument that was advanced by Lewin (2001) who posits that different attempts have been carried out to improve quality and applicable education in Uganda.

Since the main aim of schools is to teach students, this study further established that students' performance is evaluated (Table 4.9).

Table 4.9: Students' performance is evaluated every term

Responses	Frequency	Percent
Strongly agree	137	45.7
Agree	163	54.3
Not Sure	00	0.0
Disagree	00	0.0
Strongly	00	0.0
Total	300	100

Source: Field Data (2017)

Table 4.9, shows the overwhelmingly majority of the respondents agreed that students are evaluated per term and this is supported by 163 (54.3%) of the respondents and 137 (45.7%). This conforms to the Education Act, (2008) in Uganda that calls for evaluation of students' performance every term and for developmental plans among students in schools. Into the bargain, Yassin *et al.* (2016) remarks that the teachers' results in education are not reflected in teachers themselves; rather in students whom they teach.

Lastly, evaluation is carried out to improve the schools as presented in Table 4.10.

Table 4.10: Evaluation is carried out for improvement of the school

Responses	Frequency	Percent
Strongly agree	28	46.7
Agree	24	40.0
Not sure	05	8.3
Disagree	02	3.3
Strongly disagree	01	1.7
Total	60	100

Source: Field Data (2017)

Table 4.10, shows 24 (40%) of the respondents in agreement with the view of evaluating the school for improvement. This is in line with 28 (46.7%) of the respondents who strongly

agreed with the statement. Only 5 (8.3%) were not sure and 2 (3.3%) disagreed while 1 (1.7%) strongly disagreed. This implies that evaluation is carried out for school improvement. This concurs with Weber & Bergan (2015) who argued that evaluation must be an interaction between the organizers and members who are evaluated and it is carried out for school improvement. Evaluation is carried out by assessing the quality of education and the education system. The head-teacher's ability to motivate the teaching staff, providing them with all necessary knowledge and skills that contributes to the effective performance of their duties is also part of the quality of education which is evaluated (Becker & Smith, 2011). Basing on the findings presented in Table 4.10, the researcher found it easy to assert that evaluation is important to the life and development of the schools.

A correlation analysis was run with the variables to determine the significance of evaluation as presented in Table 4.11.

Table 4.11. Correlation between the effects of evaluation and administration of private secondary schools.

Variable		Evaluation	Administration of private secondary schools
Evaluation	Pearson Correlation	1	0.648**
	Sig. (2-tailed)		0.000
	N	300	300
Administration of private secondary schools	Pearson Correlation	0.648**	1
	Sig. (2-tailed)	0.000	
	N	300	300

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

Source: Field Data (2017)

The finding in Table 4.11 revealed that there is a positive significant relationship between evaluation and administration of private secondary schools. The relationship between the two variables is explained by the correlation coefficient of 0.648 ($p < 0.05$). This implies that

evaluation has a positive impact on the administration of private secondary schools in Kampala district in form of academic and school performance.

The findings of this study are in line with what Anon (2009) declared while examining the factors affecting performance. This study asserted that activities and items within the school system have a positive association / correlated with performance. These include school facilities, motivation of teachers and students, the nature of the leadership styles of the head-teachers and the community which involves the parents. Students' achievement in Uganda's private schools is an increasing concern among stakeholders, hence the need to focus on head-teachers' conduct and evaluation methods. It is conceived that effective evaluation improves student achievement outcomes while ineffective evaluation practices do not lead to increased student achievement.

4.4. The relationship between evaluation and administration of private secondary schools.

The second objective of this study was to establish the relationship between evaluation and administration of private secondary schools. Likert scale questions (Appendix I, section C) were used and the findings are presented in Table 4.12.

Table 4.12: Evaluation leads to adjustment of school programs

Responses	Frequency	Percent
Strongly agree	127	42.3
Agree	98	32.7
Not sure	43	14.3
Disagree	29	9.7
Strongly disagree	3	1.0
Total	300	100

Source: Field Data (2017)

Table 4.12, shows that evaluation leads to adjustment of the school programs. This was strongly supported by 127 (42.3%) of the respondents who strongly agreed and 98 (32.7%) who agreed. Although the study did not reveal why 43 (14.0%) of the respondents were not sure, 29 (9.7%) disagreed and 3 (1.0%) strongly disagreed. The responses in agreement with the statement 225 (75%) were adequate to determine that evaluation leads to adjustment of the school progress. This implies that evaluation leads to adjustment of school programs. Evaluation is done to check the progress of the schools and from such; teachers are motivated to fill the gaps and challenges hindering the progress of the school performance.

The school head-teacher is responsible for creating a school environment where teaching, learning, and student achievement are significant goals. In a study by Pratama (2013), it was found out that different forms of evaluation are normally carried out from schools. For example, schools carry out evaluation based on discipline, which results into behavioral changes. Like the matter of behavioral change, this study established that private secondary schools evaluate in order to adjust their school curriculum.

Evaluation motivates the teachers to realize their achievements in due course of classroom teaching and the findings are presented in Table 4.13.

Table 4.13: Evaluation motivates the teachers to realize their achievements in due course of classroom teaching.

Responses	Frequency	Percent
Strongly agree	16	26.7
Agree	35	58.3
Not sure	4	6.7
Disagree	5	8.3
Strongly agree	0	0.0
Total	60	100

Source: Primary Data (2017)

Table 4.13, shows that evaluation motivates the teachers to realize their achievements in due course of classroom teaching and this was supported by 35 (58.3%) of the respondents who agreed and 16 (26.7%) who strongly agreed. It also shows that 4 (6.7%) were not sure, and 5 (8.3%) disagreed. This means that evaluation motivates the teachers to realize their achievements in due course of classroom teaching. Such findings support Adam’s (1963) theory of inputs and output as used to guide this study. He suggests that equity is not merely a matter of getting "a fair day's pay for a fair day's work," nor is inequity simply a matter of being underpaid. The fairness of an exchange between employee and employer is not usually perceived by the former purely and simply as an economic matter. The findings are also in line with Onuka (2006) who asserts that evaluation involves a systematic collection of data that can be used to predict the future. Evaluation motivates the teachers to realize their achievements in due course of classroom teaching as one of the key informants notes from the interview guide;

“Evaluation makes teachers to establish where they have gone right and wrong. In case they find challenges in executing their teaching – learning, teachers devise means for improvement ...”

This information was supported by responses as presented in Table 4.14.

Table 4.14: Evaluation motivates teachers to teach well

Responses	Frequency	Percent
Strongly agree	21	35.0
Agree	27	45.0
Not sure	08	13.3
Disagree	03	5.0
Strongly disagree	01	1.7
Total	60	100

Source: Field Data (2017)

Table 4.14, shows that there is a relationship between evaluation and teacher’s motivation. Elliott (2015) and Bozon (2013) remarked that using appraisal forms to evaluate the school programs is a reward to performing teachers since they determine their progress and effort. Although, 27 (45%) of the respondents agreed that evaluation motivates teachers and 21 (35%) strongly agreed, 8 (13.3%) of the respondents were not sure, 3 (5%) disagreed and 1 (1.7%) strongly disagreed. This means that evaluation motivates teachers to teach well. Adam’s (1963) equity theory presents that motivation is essential to the employees’ performance. The Education Act (2008) stresses that the duty of the Board of Governors and the head-teacher is to motivate the teachers in order to improve students’ performance. Walvoord (2004) further noted that in schools, groups of teachers are used in evaluating institutions where they belong. He remarked that good teaching requires more than simple transmission of information to students. It requires the teachers who are successful in their teaching and continually strive to become more reflective in their practice to eliminate the failures in the course of teaching and learning.

Using this perspective, it can be noted that evaluation promotes the development of ready skills and encourages long-term behaviors of all parties such as students and teachers as presented in Table 4.15.

Table 4.15: Evaluation promotes the development of ready skills and encourages long-term behaviors of all parties such as students and teachers.

Responses	Frequency	Percent
Strongly agree	19	31.7
Agree	29	48.3
Not sure	7	11.7
Disagree	02	3.3
Strongly agreed	3	5.0
Total	60	100

Source: Field Data (2017)

Table 4.15, shows that Evaluation promotes the development of ready skills and encourages long-term behaviors of all parties such as students and teachers, with which 29 (48.3%) agreed and 19 (31.7%) of the respondents strongly agreed, 7 (11.7%) were not sure, 2 (3.3%) disagreed and 3 (5%) strongly disagreed. The three head-teachers from the interview noted,

“Evaluated teachers realize their weakness and strength; and this makes them improve major weakness”. This only works if the teachers, students and the government policy are focusing on the positive performance of the child.

Evaluation creates community awareness about the nature and performance of the schools, and the quantitative findings are presented in Table 4.16.

Table 4.16: Evaluation creates community awareness

Responses	Frequency	Percent
Strongly agree	18	30.0
Agree	26	43.3
Not sure	10	16.7
Disagree	03	5.0
Strongly disagree	03	5.0
Total	60	100

Source: Field Data (2017)

Table 4.16, shows 26 (43.3%) of the respondents agreed with the statement that the community receives information about schools with evaluation and 18 (30%) strongly agreed. It was noted 10 (16.7%) that were not sure, 3 (5%) of the respondents strongly disagreed and 3 (5%) disagreed. One way through which evaluation creates community awareness is the termly examinations and reports to the parents. The termly reports according to the teachers create an impressive picture among parents and they become aware of their students’ performance. This in calls for the community to intervene in the students’ study in order to have improved results.

Under the theme of resource allocation, the study established that there is a link between the two variables as presented in Table 4.17.

Table 4.17: Evaluation leads to provision of necessary resources

Responses	Frequency	Percent
Strongly agree	40	13.3
Agree	198	66.0
Not sure	57	19.0
Disagree	5	1.7
Strongly disagree	0	0.0
Total	300	100

Source: Field Data (2017)

Table 4.17, shows that evaluation is important in resource provision and this was supported by 198 (66%) of the respondents who agreed and 40 (13.3%) who strongly agreed. Although 5 (1.7%) disagreed, 57 (19%) were not sure whether evaluation leads to provision of necessary resources. In support to provision of resources after evaluation, the head-teachers find it necessary to recruit other teachers in case of a missing or big teaching load.

Another example was also given in support of construction of different buildings by private individuals. It was mentioned that it is evaluation that informs the head-teacher and management that there is a need to construct more dormitories, or more facilities due to increased numbers of students, among other innovations. According to Nanyonjo (2007), the quality of curriculum implementation in a school is closely related to the nature and quality of resources available and how they are used.

It was established that evaluation leads to hard work among individual groups such as teachers, students and the community. Responses to this information are presented in Table 4.18.

Table 4.18: Evaluation leads to hard working

Responses	Frequency	Percent
Strongly agree	63	21.0
Agree	171	57.0
Not sure	45	15.0
Disagree	19	6.3
Strongly disagree	2	0.7
Total	300	100

Source: Field Data (2017)

Table 4.18, concludes that evaluation is important for hard work not only among the staff but also among all groups in the school. It is shown that 171 (57.0%) of the respondents agreed that evaluation leads to hard work and 63 (21.0%) of the respondents strongly agreed. It can be stressed that evaluation is instrumental to institutions aiming at better performance and increased workforce collaboration. According to Alkin & Christie (2004) teachers are evaluated basing on class performance, even when they carry out evaluation they don't know the actual styles exhibited by head-teachers to influence their performance.

A two-tailed correlation was run between evaluation and administration of private schools, in relation to the role of projecting performance and hard work as shown in Table 4.19.

Table 4.19: Relationship between evaluation and administration of private secondary schools in Kampala district.

Variable		Evaluation	Administration
Evaluation	Pearson Correlation	1	0.776**
	Sig. (2-tailed)		0.000
	N	300	300
Administration of private secondary schools		0.776**	1
	Pearson Correlation		
	Sig. (2-tailed)	0.000	
	N	300	300

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

Source: Field Data (2017)

The correlation analysis findings in Table 4.13 indicate a positive significant relationship between the effects of evaluation and administration of private secondary schools ($r=0.776^{**}$, $p<0.05$). This correlation means that an increase in any of the strategies of evaluation has a positive effect on the administration. This therefore means that increase in evaluation measures will significantly lead to an increase in the effectiveness of administration of the school, resultantly causing better performance. The obtained correlation co-efficiency of 0.776 (**) with a significance value of 0.000, shows a strong significant positive relationship that exists between process of evaluation and administration of private secondary schools. Since the p. value 0.000 is smaller than 0.01 the relationship is significant.

This findings are in line with Mekonnen's (2014) study when he established the significance of enrolling students whose choice was to study physics at the University which was used as one of the administrative tools in relation to their performance. Although the test results are significant statistically, not all evaluation approaches are used concurrently; one or a combination of the approaches may be employed by the head-teachers depending on the situation at hand and the period within which evaluation results are needed.

4.5. The effect of head-teachers' leadership Styles in evaluation, on the administration of private secondary schools.

The last objective was set to examine how leadership styles used by head-teachers in evaluation influence the performance of private secondary schools and the findings are presented starting with Table 4.20.

Table 4.20: The head-teacher is autocratic

Responses	Frequency	Percent
Strongly agree	4	6.7
Agree	13	21.7
Not sure	17	28.3
Disagree	24	40.0
Strongly disagree	02	3.3
Total	60	100

Source: Field Data (2017)

Table 4.20, shows autocratic approach or style of administration can influence performance although majority of the respondents disagreed 24 (40%) and 17 (28.3%) were not sure. It was 13 (21.7%) and 4 (6.7%) of the respondents that agreed that head-teachers use autocratic approach in administering evaluation. This was however a small percentage in comparison to the number of respondents who disagreed. The quality of leadership makes the difference between the success and failure of a school.

Likewise, Oluremi (2013) attributes the good performance of schools to head-teachers who are democratic and hard-working, that they have different attributes that normally attract students and teachers to work hard for the success of the schools as indicated in Table 4.21.

Table 4.21: The head-teacher is democratic

Responses	Frequency	Percent
Strongly agree	60	20.0
Agree	164	54.7
Not sure	48	16.0
Disagree	28	9.3
Strongly disagree	00	0.0
Total	300	100

Source: Field Data (2017)

Table 4.21, shows that most of the head-teachers were democratic. It shows that 60 (20.0%) strongly agreed, 164 (54.7%) agreed, 48 (16.0%) were not sure, 28 (9.3%) disagreed. One of the characteristics that were mentioned during the study was motivation. The head-teacher motivates students and teachers both intrinsically and extrinsically so that students and teachers get morale during the teaching and learning process. This feature is similar to what Oluremi (2013) mentions about the head-teachers and teachers. He noted that motivating teachers by head-teachers is one of the ways of influencing similar teachers to motivate students during classroom interaction. It needs to be acknowledged that school head-teachers' ability to engage in democratic leadership style, may be contingent upon resources provided by the system. For instance, when a school lacks some necessities, the head-teacher will always take personal decisions as the accounting officer. Schools in Uganda are under the democratic leaders who accommodate all groups of students to study together. Teachers are also trained and shaped the same way to assist students perform in such environment.

Other head-teachers were found to be using charismatic style of leadership and the findings are presented in Table 4.22.

Table 4.22: The head-teacher use charismatic leadership

Responses	Frequency	Percent
Strongly agree	15	25.0
Agree	33	55.0
Not sure	09	15.0
Disagree	01	1.7
Strongly disagree	02	3.3
Total	60	100

Source: Field Data (2017)

Table 4.22, shows that head-teachers used charismatic form of leadership; 15 (25%) strongly agreed, 33 (55%) agreed, 9 (15%) were not sure, 1 (1.7%) disagreed and 2 (3.3%) strongly

disagreed. This meant that some of the head-teachers employed charismatic form of leadership in evaluating their schools. Hoy & DiPaola (2007) remarked that head-teachers apply a type of leadership basing on the climate of the school. Hoy & DiPaola (2007) further mentioned that most head-teachers apply different methods during the school administration.

Table 4.23: The head-teacher uses coercive approach in administration

Responses	Frequency	Percent
Strongly agree	10	3.3
Agree	77	25.7
Not sure	97	32.3
Disagree	101	33.7
Strongly disagree	15	5.0
Total	300	100

Source: Field Data (2017)

Table 4.23, shows that the three head-teachers in these private schools do not commonly use coercion in administration. Accordingly, 10 (3.3%) of the respondents strongly agreed and 77 (25.7%) agreed. This means that at times the head-teachers of the schools that were interviewed mix styles of administering their schools. Although, 97 (32.3%) were not sure, 101 (33.7%) disagreed and 15 (5 %) strongly disagreed. In comparison, the number of respondents in agreement was less to the number of respondents that disagreed with the statement. Coercion as a style of leadership in administration was mentioned by Becker & Smith (2011) while explaining the characters of leaders. They noted that leadership characteristics stem from personal characters that lead to a certain system of administration and coercion, is characterized with strikes and poor administration results.

The study also noted that some of the head-teachers seek decisions from the students and teachers, so they participate in decision-making. The findings supporting this are presented in Table 4.24 and Table 4.25 respectively.

Table 4.24: The head-teacher seeks decisions from the students

Responses	Frequency	Percent
Strongly agree	74	24.7
Agree	190	63.3
Not sure	27	9.0
Disagree	5	1.7
Strongly disagree	04	1.3
Total	300	100

Source: Field Data (2017)

Table 4.24, shows that 74 (24.7%) and 190 (63.3%) of the respondents strongly agree and agreed respectively that head-teachers seek information from the students in decision making. Students were mentioned as the most important category of stakeholders responsible for the performance of the schools. They are considered first priorities in private schools since they can influence parents to determine which school to go to. One of the key informants in the interview noted; *“students can drive themselves in passing examination if Students Centered Approach is entrenched in secondary schools in Uganda”*. This was however dismissed by science teachers during this study who noted that the government has increased effort in teaching science subjects but the effort to make students pass the sciences is still a challenge. Surprisingly, the success of this program has had little impact in passing examination and stimulating education.

The study also found out that head-teachers call for the participation of teachers in an effort to run the schools effectively. Delegation of duties and other activities are given to teachers by the head-teachers and consulting them is partly motivating them as co-workers in the school system. The findings supporting whether these stakeholders are consulted, are presented in Table 4.25.

Table 4.25: The head-teacher seeks decisions from the teachers

Responses	Frequency	Percent
Strongly agree	13	21.7
Agree	31	51.7
Not sure	08	13.3
Disagree	05	8.3
Strongly disagree	03	5.0
Total	60	100

Source: Field Data (2017)

Table 4.25, shows that the head-teachers seek decisions from the teachers and this was supported by 31 (51.7%) of the respondents who agreed and 13 (21.7%) that strongly agreed. It was 8 (13.3%) that were not sure, 5 (8.3%) that disagreed and 3 (5%) strongly disagreed. This is partly a democratic style of leadership. Respondents also noted that head-teachers also involved teachers in decision-making. The assertion about involving all teachers into decision-making was discussed by Kindiki (2007), he clarified that head-teachers who involve teachers into decision making and students as well, have better systems of administration in their schools. However, Kindiki (2007) notes that there is a danger in case a head-teacher overemphasizes using students in decision-making than the teachers. This is because some of the students can influence the head-teacher to implement changes in the administration which may not be good for the entire school.

In order to determine the relationship between leadership Styles of head-teachers in evaluation and the administration of private secondary schools, the findings are presented in Table 4.26.

Table 4.26. A simple linear regression analysis of the effect of leadership styles of head-teachers in evaluation on the administration of private secondary schools

Model	R	R- Square	Adjusted R Square	
	0.330 ^a	0.109	0.103	
Administration	Beta	Std. Error	t	Sig
Leadership styles	0.313	0.076	4.123	0.000
Constant	2.235	0.289	19.158	0.000

Source: Field Data (2017)

Table 4.26 revealed the adjusted R square shows 0.103 which is 10.3% (0.103×100). This means that leadership styles of head-teachers in evaluation explain only 10.3% of the variance in Administration of private secondary schools. This implies that leadership styles of head-teachers in evaluation is not a critical factor for explaining administration of private secondary schools.

The findings in Table 4.26, leadership styles of head-teachers in evaluation is a significant predictor of the administration of private secondary schools as per the overall (beta=0.313, $p < 0.05$). This implies that a change in leadership styles of head-teachers in evaluation would lead to a change in effective administration of private secondary schools. This is in line with Boyne (2002) who perceived that the usefulness of solid waste management techniques was explained where quality assessment of waste management services derives to customer satisfaction.

Elliot (2015) established that the leadership styles adopted by management affect internal efficiency of a school by about 50.4%. Meaning that management directly affects the internal efficiency of private secondary schools in Kampala district: the more effective the management, the higher the internal efficiency. His study however did not incorporate evaluation as core in effective management.

4.6. The findings of the qualitative data analysis carried out on the three head-teachers using the interview guide.

Evaluators and their roles

Evaluation is on the school program and it is initiated by the head teachers. The head-teacher, working with other teachers in the school, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, and administration of the school. Some head-teachers noted;

“Evaluation can be done by head-teachers covertly or overtly. It was mentioned that the head-teachers can use an eye to evaluate the number of students attending a class.”

Figure 4.3: The Percentage of the role of school evaluators.

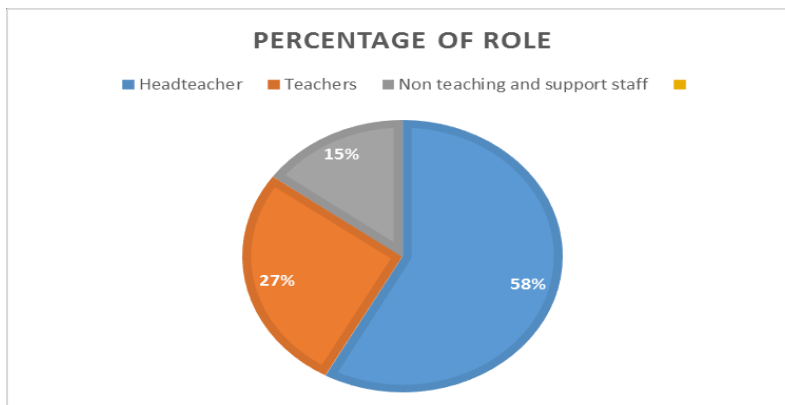


Figure 4.3, shows the agency of monitoring in a normal private school environment. According to the responses, 58% of the respondents said the head teacher does most of the school monitoring while 27% observed that teachers equally play a significant role. It was also observed that both non-teaching and teaching staff contribute to the overall monitoring process of the school on a day to day basis. The roles played by each of the aforementioned categories of monitoring agents include the following:

Head-teacher:

With the role of the head-teacher to receiving officials from the Ministry of Education and Sports or from the district to the schools. “*Respondents noted that the office of the head-teacher has the required information*”. This information includes the number of teachers in school, the nature of the school infrastructure, number of classrooms in relation to the number of teachers, the teachers’ work load, school facilities for both female and male students, nature of accommodation and meals for the students. Ordinarily, the main task of the head-teacher is to help in creating a healthy working environment in which students are happy and prepared to learn and teachers identify with the school’s mission and goals.

A head-teacher fosters a development-oriented school culture through his personality, attitude, and behavior since the performance orientation enhances the effectiveness. A head-teacher seeks to create an “academic institution” by promoting high expectations and standards for students and teachers. A head-teacher ensures a positive school atmosphere and good teachers’ work through communication and collaboration with the students to enhance higher academic and school performance and fewer dropouts. Head-teachers are firm and purposeful, appoint effective teachers, create consensus and unity of purpose, delegate responsibilities and involve all teachers in decision making.

Teachers

The interview revealed that, a teacher is much more than just executing lesson plans. A teacher's role is a multifaceted profession where they carry the role of a second parent, class disciplinarian, mentor, counselor, role model, planner and many more. The teacher is expected to devote time in locating, appraising, ordering and processing materials needed for class, and individual work. Teachers are facilitators of learning, providing students with the information and tools they need to master a subject. Teachers also play the role of evaluators,

constantly assessing students' abilities through formal and informal assessments, providing suggestions for improvement and assigning grades.

Non- teaching staff

The head-teachers noted that, some non-teaching staff members like the librarian help students learn and contribute to fulfilling the goals of the school. The non-teaching staff is important for students and our focus on improving schools should not be limited to thinking about teachers. For instance, school counselors reduce problems with students' physical fighting, stealing, and drug use among others. Non-teaching staff can also help to improve teaching and student learning through the coaching and evaluation of teachers. It is a mistake to conclude that the best way to improve schools is necessarily to reduce the number and quality of non-teaching staff and focus only on teachers. Some support staff are also highly qualified professionals who provide such specialized services to students as diagnostic testing, speech and physical therapy.

Importance of evaluation

Evaluation is important as it improves the performance of teachers, students and other staff members at the school. Evaluation is an important phase in group leadership. It is a procedure through which supervision can bring about group improvement. The respondents noted that evaluated teachers realize their weakness and strength; and this makes them improve major weakness". This only works if the teachers, students and the government policy are focusing on the positive performance of the child. Evaluation is treasured for its signaling role. An evaluation policy can be thought of as a type of communication mechanism. It constitutes a signal to the entire organization and its stakeholders, communicating what evaluations should be done, what resources expended, who is responsible, how they should be accomplished,

and so on. It can be an efficient way to communicate and encourage consistency in evaluation implementation (Huberman, 2014).

The people to whom evaluation is focused

Evaluation is focused on the teachers, support staff and students. Teacher evaluation is part of the life of teachers. It's an integral component in the life-cycle of teachers from the time they decide to join the profession through the process of training, their certification, their employment and their professional development. The head-teachers clarified; *“Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, students and prefects, for example, have the capacity to advise on academic matters in the school. Their ideas and contributions cannot be ignored.”* Therefore, head-teachers cannot attempt to get feedback for improvement without evaluation, otherwise they depend on personal opinion and biases. The head-teachers must ensure adequate communication with the students and those we work with in the schools for improvement.

Evaluation of the school infrastructures

Good school infrastructure, with renewed spaces, makes it possible for students to study and, in addition, tends to improve the attendance, interest and general academic environment of students and teachers. Investments in school infrastructure have an essential role in solving problems of students to the school system and to improve their performance. The head-teachers testified that comfort for students, teachers, and administrators, with adequate temperature, ventilation, lighting, water, electricity, Internet services, as well as sanitary services and the respective drainage of sewage; spaces for the development such as libraries, information technology, laboratories; and spaces for the development of talents and entertainment, sports, and culture are essential aspects schools should consider while assessing infrastructure.

Head-teachers' styles of leadership

The styles of leaderships head-teachers employ to manage the school include; autocratic, democratic, charismatic and coercive. This study indicated that the more autocratic one becomes, the poorer the performance of the school and the contrary is also true. Head-teachers who use the authoritarian leadership style lead to poor school performance, because they adopt harsh leadership styles, which are highly resented by their subordinates. The greater the use of autocratic principles, the poorer the subordinates' performance will be. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. The respondents revealed that many school managers used the democratic style of leadership. This approach to management has led many head-teachers to rely on participatory governance mechanisms or the democratic leadership style.

The opinions of teachers depend not only on their strength but also on the satisfaction they derive from their work. Thus, a teacher who is satisfied with work conditions is likely to perform better than a teacher who is not convinced with work conditions. If head-teachers' leadership styles lack the skills to involve teachers in the decision-making process, then it is likely that the expected school outcomes will not be achieved.

The study confirmed that head-teachers' leadership styles have an influence on school performance. When other factors are held constant it was found out that the head-teachers who were involved in academic activities, provided adequate teaching and learning facilities, achieved better results than those who did not. The leadership styles in this study therefore are significant that they provide greater insight to the administrators and managers of schools into the factors that contribute to the development of the schools. This study demonstrates the direct effects of transformational leadership on teachers' commitment to school reform and

indirect effects on teachers' efforts through teacher motivation. They conclude that the extra commitment and efforts of teachers result in changes when they interact with students and this has a positive influence on students' outcomes.

The role of parents and the community in evaluation

The family makes critical contributions to a student's achievement from early childhood through secondary school. When parents, families, and members of the community are involved with schools, all students benefit. The strongest support for learning occurs at home through positive parenting styles, homework policies, and high expectations. When parents provide their opinions and preferences regarding issues under consideration, they are more likely to support the school policies and initiatives. Additionally, parents can help the school reach out to other parents, share ideas, and gather input because they have informal access through extra-curricular activities and neighborhood connections. Parents are evaluating the schools on favorable or unfavorable changes in their children (Huberman, 2014).

4.7. Conclusion

Chapter four covered the presentation of results and interpretation of findings in relation to the study objectives. The findings showed a positive relationship between the variables namely; there was an observable positive relationship between evaluation and administration as well as between leadership styles and administration of private schools.

CHAPTER FIVE

SUMMARY OF STUDY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This section presents the conclusions and recommendations of this study. It starts with a summary about effectiveness of evaluation in relation to this study; it then gives conclusions basing on the findings and objectives of this study. It ends with the recommendations.

5.1. Summary of Study findings

5.1.1. Effects of evaluation and administration of private secondary schools

In summary, it was noted that summative evaluation takes place in the selected schools in Kampala District. It was clarified that heads of departments, teachers and students were engaged into evaluation of schools. Despite this, the head-teacher is the leader of the school according to the figure 4.2 with 44% of the respondents supporting the head-teacher's control of the school. The study revealed that schools have different leadership styles in different situations. These schools evaluate the library, laboratory, school constructions and continuous evaluation of students' and school performance. The correlation analysis findings in Table 4.11 indicate a positive significant relationship between evaluation and administration of private secondary schools which implied that the better the evaluation methods employed, the better the improvement of administration strategies in private secondary schools.

5.1.2. The relationship between evaluation and administration of private secondary schools.

It was noted that evaluation leads to adjustment of the school's program, projection of performance, motivation of staff to work hard and leads to acquisition of necessary resources as indicated by the study findings where respondents agreed and strongly agreed respectively.

The correlation analysis findings in Table 4.19 revealed that there is a positive significant relationship between evaluation and administration of private secondary schools. This implies that evaluation impacts the administration of private secondary schools in Kampala district in form of academic performance and in terms of school projects.

5.1.3. The effect of leadership Styles of head-teachers in evaluation in the administration of private secondary schools

The findings indicated that the head-teachers used various leadership styles in evaluating the systems of private secondary schools these included; autocratic, charismatic, democratic, and coercion along seeking of decisions from students and teachers as evidenced by the findings in chapter four above, where the respondents agreed and strongly agreed.

The correlation analysis finding in Table 4.26 indicates a positive significant relationship between the leadership Styles of head-teachers and administration of private secondary schools. This implies that the nature of the leadership Styles of head-teachers such as autocratic and charismatic in a given situation, will contribute positively to the administration of private secondary schools in Kampala district.

5.2. Conclusions

5.2.1. The relationship between evaluation and administration of private secondary schools

The study concludes that, a strong positive relationship between evaluation and administration with factors such as adjustment of school programs, evaluating what motivates teachers especially in relation to class room teaching, evaluating development of ready skills and encouraging long-term behaviors for both students and teachers, evaluating community awareness and resources availability as the greatest dimensions that indicate effective administrations. Even though there is evident significance in the relationship between evaluation and administration, the evaluation mechanisms in the studied private schools are different which may also come with different results.

5.2.2. The effect of leadership Styles of head-teachers in evaluation on the administration of private secondary schools

The study reveals that, any change in leadership styles of school administrators leads to significant improvement in the administration of private schools. The most drivers of this relationship are changes in democratic, charismatic and autocratic leadership styles.

5.3. Recommendations

The Directorate of Education Services (DES) should ensure that follow up visits are carried out in schools under their jurisdiction to guarantee that what is recommended during external evaluation/supervision is actually implemented in these schools. This will help to justify the usage of the resources injected in schools by all the agents who contribute to the well-being of the private secondary schools.

There is a need for the Boards of Governors to motivate head-teachers, such that their work can be done in good spirit to achieve good results.

5.4. Areas for further research

The researcher suggests the following areas for further research:

1. Since evaluation takes place in both private and public schools, future studies, well-funded, should explore this topic on a large scale to cover both public and private schools. And this should be a comparative study between the two domains.
2. Future studies should consider exploring the dimensions of evaluation methods used by both external and internal evaluators and how the two-influence effective administration.

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Appendices

Appendix I: Questionnaire form for Teachers

Dear respondent, I am a master's degree student at Uganda Martyrs University carrying out research on the topic "the effect of evaluation on the administration of private schools in Kampala district." You are kindly requested to provide some information as guided by this questionnaire form. All the information given will be confidential.

SECTION A: SOCIO-ECONOMIC FEATURES

Please tick the best answer of your choice.

A-1. Date (DD/MM/YYYY)	
A-2. Age range	1 = 25 - 34 2 = 35 - 44 3 = 45 - 54 4 = 55 and above
A- 3. State your gender	1 = Male 2 = Female
A- 4. Level of Education	1 = Diploma 2 = Under graduate 3 = Post graduate

SECTION B

EVALUATION IN THE ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS

6. Have you ever heard about evaluation in this school?

a) Yes

b) No

If yes, explain the process through which it is carried out

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7. Who normally leads evaluation in the school?

- a) Head-teacher b) Teachers c) Non-Teaching and Support staff d) Not sure

Explain the major features that are normally evaluated in the due course

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8. Use the following accordingly to answer the statements

- 1 = Strongly agree 2 = Agree 3 = Not sure 4= Disagree 5 = Strongly disagree

Statements	1	2	3	4	5
Evaluation is carried out once in a year					
The Head-teacher normally organize appraisal forms for the teacher					
Teachers are evaluated basing on performance in classes					
Teachers are involved in evaluation exercise of the school					
The school buildings and construction are evaluated					
The Library is the most important area of school's evaluation					
The laboratory is evaluated among other areas of the school					
Students performance is evaluated every term					
Evaluation is carried out for the improvement of the school					

9. Are there other areas of the schools' evaluation?

- a) Yes b) No

If yes mention them

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10. State the role of the following persons during evaluation

a). Head-teacher

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b). Teachers

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c). Non-teaching and support staff

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d). Students

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e). The Community

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SECTION C

RELATIONSHIP BETWEEN EVALUATION AND ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS

11. Use the following as accorded in the table to answer the statements

1 = Strongly agree; 2 = Agree 3 = Not sure; 4 = Disagree 5 = Strongly disagree

Statements	1	2	3	4	5
Evaluation leads to adjustment of the school's program					
Evaluation motivates the teachers to realize their achievements in due course of classroom teachings					
Evaluation motivates staff to work hard					
Evaluation promotes the development of ready skills and encourages long-term behaviors of all parties such as students and teachers					
Evaluation creates community awareness					
Evaluation leads to provision of necessary resources					
Evaluation leads to hard working					

12. Do you know any other way how evaluation of the school programs can lead to effective administration?

a) Yes

b) No

If yes, mention them

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SECTION D

EFFECTS OF STYLES OF EVALUATION USED BY HEAD-TEACHERS ON THE ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS

13. Use the following as accorded in the table to answer the statements

1 = Strongly agree; 2 = Agree 3 = Not sure; 4 = Disagree 5 = Strongly disagree

Statements	1	2	3	4	5
The head-teacher is autocratic					
The head-teacher is democratic					
The head-teacher use charismatic form of leadership					
The head-teacher uses coercion in administration					
The head-teachers seeks decisions from the teachers					
The head-teacher seeks decision from the students					

Thank you for your time.

Appendix II: Questionnaire form for Students

Dear respondent, I am a master's degree student at Uganda Martyrs University carrying out research on the topic "the effect of evaluation on the administration of private secondary schools in Kampala district." You are kindly requested to provide some information as guided by this questionnaire form. All the information given will be confidential.

SECTION A:

SOCIO-ECONOMIC FEATURES

Please tick the best answer of your choice.

A-1. Date (DD/MM/YYYY)		
A-2. State your age	1 = 15–19 Yrs.	20-24 Yrs.
A-3. State your gender	1 = Male	2 = Female
A-4. Level of Education	1 = O' level	2 = A' level

SECTION B

EVALUATION IN THE ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS

5. Have you ever heard about evaluation in this school?

a) Yes

b) No

6. Who normally leads evaluation in the school?

b) Head-teacher

b) Teachers

c) Non-Teaching and support staff

d) Not sure

7. Use the following accordingly to answer the statements

1 = Strongly agree 2 = Agree 3 = Not sure 4 = Disagree 5 = Strongly disagree

Statements	1	2	3	4	5
Evaluation is carried out once in a year					
Students performance is evaluated every term					

SECTION C

RELATIONSHIP BETWEEN EVALUATION AND ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS

8. Use the following as accorded in the table to answer the statements

1 = Strongly agree 2 = Agree 3 = Not sure 4 = Disagree 5 = Strongly disagree

Statements	1	2	3	4	5
Evaluation leads to adjustment (modify) of the school's program					
Evaluation leads to projection (predict) of performance					
Evaluation is an instrument to performance					
Evaluation leads to provision (acquire) of necessary resources					
Evaluation leads to hard working					

SECTION D

EFFECTS OF STYLES OF EVALUATION USED BY HEAD-TEACHERS ON THE ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS

9. Use the following as accorded in the table to answer the statements

1 = Strongly agree 2 = Agree 3 = Not sure 4 = Disagree 5 = Strongly disagree

Statements	1	2	3	4	5
The head-teacher uses democracy (fairness) in administration					
The head-teacher uses coercive (force) approach in administration					
The head-teacher seeks decisions from the students					

10. How do Students contribute to the performance of the school?

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Thank you for your time

Appendix III: Interview guide for the Head-teachers

1. In the teaching and learning process of the school, evaluation is necessary and important.
Who normally carries out evaluation in this school?
Mention the people involved and the roles they play.
2. Is evaluation on the school program?
If yes, mention who initiates it and explain its process.
3. In your opinion, do you think the evaluation of school programs is important?
4. Who are the people to whom the evaluation is focused?
Explain why the group mentioned is the main focus.
5. How is evaluation process important to the school infrastructure?
6. In the process of teaching – learning and administration of this school,
what styles of leadership do you employ to manage the school?
7. In your opinion, do the teachers like the above styles? Explain why?
8. Do the styles exhibited by head-teachers influence the performance of the teachers?
Support your answers.
9. What is the role of parents and the community in evaluation of the school?

Thank you for your cooperation

Appendix IV: Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix V: Reliability Test

Reliability Statistics for Evaluation

Cronbach's Alpha	N of Items
.892	16

Reliability Statistics for Administration

Cronbach's Alpha	N of Items
.830	13

Reliability Statistics for Leadership styles

Cronbach's Alpha	N of Items
.945	14

**Appendix VI: Introductory Letter from the University to conduct field Research in
Private Secondary Schools in Kampala.**