



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

Master's Thesis of Public Administration

**Impact of Organisational Career
Development on Schools' Outcomes in
the Primary Education Sub-sector in
Ntungamo District**

은통가모에서 초등교육의 성과에
경력개발이 미치는 영향에 관한 연구

August 2017

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Twerinde Dorothy

Impact of Organisational Career Development on Schools' Outcomes in the Primary Education Sub-sector in Ntungamo District

Academic Advisor Ko, Kilkon

Submitting a master's thesis of Public Administration

April 2017

**Graduate School of Public Administration
Seoul National University
Global Public Administration Major**

Twerinde Dorothy

**Confirming the master's thesis written by
Twerinde Dorothy**

June 2017

Chair Lee, Suk Won (Seal)

Vice Chair Kwon, Illoong (Seal)

Examiner Ko, Kilkon (Seal)



ABSTRACT

Impact of Organisational Career Development on Schools' Outcomes in the Primary Education Sub-sector in Ntungamo District

Twerinde Dorothy

Global Master of Public Administration

Graduate School of Public Administration

Seoul National University

This research is focused on the study of the effectiveness of organisational career development approach to impact on the schools' outcomes through the transformation of the quality of schools' leadership. The objective of the study was to find out whether there is any impact being made by the organisational career development strategies on the performance of the principals, whose good quality leadership would be expected to in return influence the schools' outcomes – which is the measure for school performance.

In this thesis, the background of the management of principals under the decentralized central-local government relations has been highlighted. The three main variables include: organisational career development, quality of schools' leadership and schools' outcomes. Three main career development strategies that include employee training, performance

assessment and organisational support that are used by most organisations, including Ntungamo District Local Government Administration were been measured. As a result of the provided career development, principals' quality of leadership was expected to have been improved. In return, the quality of leadership was measured as a mediating variable that positively impacts on the school outcomes. Two hypotheses were adopted for the purpose of guiding the later analysis of these relationships.

The data was collected by means of a survey. Questionnaires distributed to the principals were the main source of data. The collected data was finally analysed using regression analyses which showed the types of associations among the independent, mediating and dependent variables. The trend of association between the applied variables was later discussed under the implications section, giving due attention to the fact that the relationships found did not adhere to the trend of some of the other already produced works on organisational career development. Some of the control variables especially the academic qualification, sex, length of principalship of the research respondents and the number of years the principals have spent in the schools they are currently leading were included in the summary of the findings section for purposes of providing background information about the respondents.

Finally, recommendations and conclusions were made and after, the acknowledgement of the limitations to the research. The limitations to the study were more related to the scarcity of contextual information and that was a major hindrance to the research especially in the process of writing the literature review. The small sample of the principals who participated in the study proved to be a challenge at the level of data analysis. The recommendations made were in accordance with the analysis result and the implications of that analysis.

Key words: Organisational career development, school leadership, principals, devolution, school outcomes, performance

Student ID: 2015-24452

TABLE OF CONTENTS

Title	Page No.
ABSTRACT.....	1
CHAPTER 1 : INTRODUCTION.....	1
1.1 RESEARCH OBJECTIVES.....	3
1.2 SIGNIFICANCE OF THE STUDY.....	4
CHAPTER 2 : LITERATURE REVIEW.....	6
2.1 COUNTRY PROFILE.....	6
2.2 DEVOLUTION.....	7
2.3 EFFECTIVENESS.....	9
2.4 DEVOLUTION AND THE MANAGEMENT OF PRINCIPALS.....	10
2.5 ORGANIZATIONAL CAREER DEVELOPMENT UNDER DECENTRALISATION.....	22
2.5.1 Training.....	30
2.5.2 Performance assessment.....	31
2.5.3 Perceived organizational support.....	33
CHAPTER 3 : RESEARCH QUESTIONS AND METHODOLOGY.....	42
3.1 RESEARCH QUESTIONS.....	42
3.2 RESEARCH MODEL.....	44
3.3 RESEARCH DESIGN.....	44
3.4 DATA COLLECTION.....	45

3.5 DATA ANALYSIS	48
CHAPTER 4 : SUMMARY OF THE FINDINGS, IMPLICATIONS AND RECOMMENDATIONS.....	49
4.1 SUMMARY OF THE FINDINGS	49
4.2 DEMOGRAPHIC FACTORS.....	50
4.2.1 Academic qualification.....	50
4.3 ORGANISATIONAL CAREER DEVELOPMENT VARIABLES.....	51
4.3.1 Training.....	51
4.3.2 Performance assessment.....	52
4.3.3 Organisational support.....	53
4.4 THE MEDIATING VARIABLES.....	53
4.4.1 Job performance.....	53
4.4.2 Affective Commitment	54
4.4.3 Leadership Style.....	55
4.5 SCHOOLS OUTCOMES.....	57

4.5.1	<i>Teacher turnover rate</i>	57
4.5.2	<i>Pupil performance and graduation rate</i>	59
4.5.3	<i>Stakeholder Participation</i>	60
4.6	THE HYPOTHESES	61
4.7	IMPLICATIONS	64
4.8	RECOMMENDATIONS	68
	CHAPTER 5 : CONCLUSION AND LIMITATIONS OF THE STUDY	71
5.1	CONCLUSIONS	71
5.2	LIMITATIONS	72
	REFERENCES	74
	APPENDIX 1: LETTER FOR ADMISSION OF DATA COLLECTION	80
	APPENDIX 2: RESEARCH QUESTIONNAIRE	81
	국문초록	89
	ACKNOWLEDGEMENTS	91

LIST OF TABLES

<i>Table 1: Academic Qualification.....</i>	<i>50</i>
<i>Table 2: The MEANS Procedure of the OCD Measurement Variables.....</i>	<i>51</i>
<i>Table 3: Responses given on whether a principal has or has not received training..</i>	<i>52</i>
<i>Table 4: The frequency of performance assessment of the principals.....</i>	<i>52</i>
<i>Tables 5: The REGRESSION Procedure showing the association between OCD Variables and the Job Performance.....</i>	<i>53</i>
<i>Tables 6: The REGRESSION Procedure showing the association between OCD Variables and the Affective Commitment.....</i>	<i>54</i>
<i>Tables 7: The REGRESSION Procedure showing the association between OCD Variables and the Leadership Style.....</i>	<i>56</i>
<i>Table 8: The mean and standard deviation of the school outcomes variable.....</i>	<i>57</i>
<i>Tables 9: The REGRESSION Procedure showing the association between Teacher Turnover Rate and School Leadership Quality.....</i>	<i>58</i>
<i>Tables 10: The REGRESSION Procedure showing the association between Failure Rate and School Leadership Quality.....</i>	<i>59</i>
<i>Tables 11: The Regression Procedure showing the association between Stakeholder Participation and Schools Leadership Quality.....</i>	<i>60</i>
<i>Table 12: Some of the responses given by the principals in explanation to their performance levels.....</i>	<i>66</i>

LIST OF FIGURES

Figure 1: The structure of the Organizational structure of the Local Government system.....	11
Figure 2: The Education leaders-Principal relations.....	21
Figure 3: The Parents, Citizens-Principal Relationship.....	21
Figure 4: Conceptual Framework.....	43
Figure 5: The association between the OCD and schools outcomes.....	63

Chapter 1: Introduction

Education is one of the forms of action that can transform potentials into competencies for life (UNESCO, 2005). The link between education and development has long been recognized (UN, 2003) for greater educational attainment contributes to economic growth, improved health outcomes, and democratic governance (United States Government Accountability Office, 2015). Improving educational outcomes at the primary level has been shown to reduce fertility, improve health and nutrition, and promote behavioral and attitudinal changes which are positively associated with individual wellbeing, human development and, socio-economic development (Duclos, Kiconco, et al, 2013). In order to improve education service delivery, devolution can at least be depended on to increase efficiency in management and governance of the schools systems (McGinn and Welsh, 1999). It is upon the rationale to improve efficiency, effectiveness and democracy in that the East African countries decentralized primary education (Gershberg and Wrinkler, 2004). It is vital to examine whether along with devolution of the primary education sub-sector in Uganda the principals have been equipped with the necessary personnel development skills and benefits to meet the managerial duties and responsibilities in the decision making chain that evolved with the devolution of the sector.

School leadership in a globalized world is an increasingly demanding role (Slater and Johnson, 2013) and the changing role of primary schools principals requires

adjustment and adaptation for them to become leaders of learning (Giles, 2008). Considering the fact that schools are built on relationships and leadership is a relational activity, the decisions made by the school principals have a significant impact on the learning outcomes for children (Carolyn and Fisher, 2012). Hence, it is vital to guide the leadership styles of head-teachers to have the kind of institutions that offer effective and efficient learning.

As observed (Carasco, Munene, et al, 1996), school cultures revolve around leadership – whether democratic or authoritarian. If the head-teachers are democratic and delegate responsibilities, discipline in schools is enhanced; even the behavior of teachers in and out of school depends very much on the leadership style of the head-teacher. There is, therefore, a need to recruit and develop a generation of school leaders with the knowledge, skills and dispositions best suited to meet the current and future needs of the education systems (Brauckmann and Pashiardis, 2012). They further observe that school leaders working in decentralized systems need to handle financial and human resources; manage public relations and build coalitions; engage in quality management and public reporting processes; and provide leadership and training for their staff.

Along with the increasing demands on roles and responsibilities of principals, it is apparent that quality leadership directly influences the motivations, attitudes and behaviors of teachers and contributes to improved learning of the children (Lynn, 2008). According to a research carried out by UNESCO (2013), the quality of head

teacher leadership and supervision ranks in the fourth position among the sources of job satisfaction of the teachers in Uganda. “On average, 71 percent of teachers working in a school whose head teacher is less experienced (under 15 years of seniority) are dissatisfied, compared to only 57 percent for those whose head teachers have greater experience”. The research further indicates that head teacher absenteeism encourages teacher absenteeism and “low head teacher attendance is one of the attributed causes of the declining quality of performance at the primary level” (UNESCO, 2013).

Successful devolution will hence require strong school leadership and high-level government support (UNESCO, 2008). Despite all the tasks that they are expected to perform, the support and training they receive is still insufficient (Brauckmann and Pashiardis, 2011).

1.1 Research Objectives

Now that the quality of principals has a positive relationship with the quality of teacher and student outcomes, it will be worthy to inquire into the effect devolution has had on how the principals are also managed by the Local Governments to ensure they are of high quality. The practices of the District LG to ensure that the principals have the skills to lead and manage the financial and human (including but not limited to: teachers, pupils, parents, and the communities) resources so as to get quality education services. Considering that well developed careers also encourage

public personnel to use their best qualities both as teams and individuals, the research will take a look into how the principals have been enabled by the LG to grow in their career for high quality service provision. The research will therefore be guided by the intention:

Objective 1: To assess the effect of organizational career development of primary schools principals on the quality of school leadership

Objective 2: To inquire into the relationships between the quality of leadership and school outcomes

Objective 3: To provide policy recommendations on the improvement of the quality of schools outcomes through strategic career development practices

1.2 Significance of the Study

The study can contribute to inform the policy makers in the education sector especially by providing recommendations on how to maximize the administrative decentralization policy to build a strong foundation for high quality education to the primary school beneficiaries.

Since succeeding in policy implementation requires effective leadership at both the level of system and at the level of individual schools (Alma, 2008), the policy challenges facing basic schools have become complex because head-teachers are scarcely prepared for their leadership tasks (Bush and Oduro, 2006). The study will

therefore be useful in exploring the current devolution system and how the practices to implement the policy can be improved to ensure effective capacity development of school principals to fulfill their administrative roles and responsibilities in a way that improves the quality of services the schools provide.

The research will further be useful in examining whether organizational career development strategies used in the subsector are related to the effectiveness of the principals. Taking into account the fact that career development practices enhance the career satisfaction of employees and improves organizational effectiveness (Bernardin, 2010), the research will be useful in establishing the relevance of the fact among the principals in the primary education sub sector.

Chapter 2: Literature Review

This chapter covers the literature from other researches and it expresses the relationship between devolution, organizational career development and motivation as is shown by other researches. Definition of the major concepts of devolution, effectiveness and organizational career development is done both on a general and contextual level. The missing links in the current literature have been pointed out for the purpose of being the background on which further research may be built to fill that missing gap in the current research.

2.1 Country profile

Uganda is located in the East of Africa and she covers an area of 241,550.7 square kilometers which is occupied by a 36.6 million people (Uganda Bureau of Statistics, 2014). The country is a constitutional democracy, for political leaders are elected into office by the majority vote and they hold offices for a five year term that is eligible for renewal if the same candidate wins another election contest (African Development Bank et al, 2015).

Though the poverty rate has consistently declined, income inequality is still high. The national gini-coefficient descended from 0.426 in 2009/10 to 0.395 in 2012/13 (Uganda Bureau of Statistics, 2014). The UBOS in 2014 reported that 23.2% of households headed by persons who never attained any formal education lived in

chronic poverty between the years 2009/10 and 2011/12, while only 6.0% of the households headed by persons who completed primary education were living in chronic poverty.

In a bid to develop human capital and increase the literacy rate, Uganda introduced the Universal Primary Education policy in 1997. Pupils can study in any government aided school without paying school fees. The policy has helped increase the number of people enrolling for primary education from about 7 million in 2000 to approximately 11 million in 2013 (African Development Bank, et al, 2015).

2.2 Devolution

The World Bank defines devolution as the third type of administrative decentralization in which governments devolve functions; they transfer authority for decision-making, finance, and management to quasi-autonomous units of local government with corporate status.

Devolution is a component of administrative decentralization which is so far the most common and accepted form of decentralization, insofar as development is concerned (Cohen and Peterson, p.19). The World Bank defines administrative decentralization as "the transfer of responsibility for the planning, financing and management of certain public functions from the central government and its agencies to field units of government agencies, subordinate units or levels of

government, semi-autonomous public authorities or corporations , or area-wide , regional or functional authorities. Although there is transfer of authority and responsibility, the local governments and agencies remain accountable to the vertical delegating central government unit (Robertson, 2002).

As a component of a larger education policy reform, devolution was adopted on the basis that it would increase quality education, bring schools closer to the community, and reduce financial responsibility of the central government (Baker and Wiseman, 2005). Devolution in Uganda was introduced in the public sector with a general objective to fundamentally transform society by empowering citizens to take charge of their development agenda in order to improve their livelihoods (Bitarabeho, 2008).

In the case of Uganda's primary education provision, District Service Commissions in each district were given the responsibility to recruit and assign primary school principals and teachers, while payment of teachers' salaries remains a central responsibility of the Ministry of Education and Sports (MoES). District Education Officers (DEOs) in conjunction with communities are responsible for the delivery of primary education, while the MoES focuses on policy-making, investment management, and quality assurance. DEOs are responsible for monitoring and supporting all primary schools in their respective districts (Moulton, 2000).

It is vital, though, that along with these education reformist programs that urged that all students meet new and more challenging expectations for learning; that the

education system, including the people who comprise it, have the ability to meet these new demands (O'Day, Goertz and Floden, 1995). However, the fact that developing countries have faced acute contradictions and dilemmas as they enacted and implemented the education reforms cannot be ignored (Baker and Wiseman, 2005). As much devolution to local governments offers hope for improved quality in education, it is also of great importance to consider the imperative role that an empowered school leadership can play in quality improvement programs (Dea and Basha, 2014).

2.3 Effectiveness

Effectiveness is the extent to which policy objectives are achieved. According to OECD (2010), effectiveness measures the extent to which an activity achieves its purpose, or whether this can be expected to happen on the basis of the outputs. The term emphasizes achievement rather than what the manager does to achieve the output (Hookana, 2011).

According to The Productivity Commission of the Government of Australia (2013), there are two levels at which effectiveness can be measured: cost effectiveness and program effectiveness. Cost effectiveness is related to productive efficiency which “requires that goods and services be produced at the lowest possible cost.” Program effectiveness, on the other hand, reflects the extent to which the objectives of government expenditure and policy are achieved.

Reviewing educational policy and practice was - partly, a result of the need for effective leadership development for school improvement (Oplatka, 2008). For the purpose of this research, educational effectiveness is the extent to which the objectives of devolution have been achieved in relation to the development of school principals to meet their current leadership duties and responsibilities.

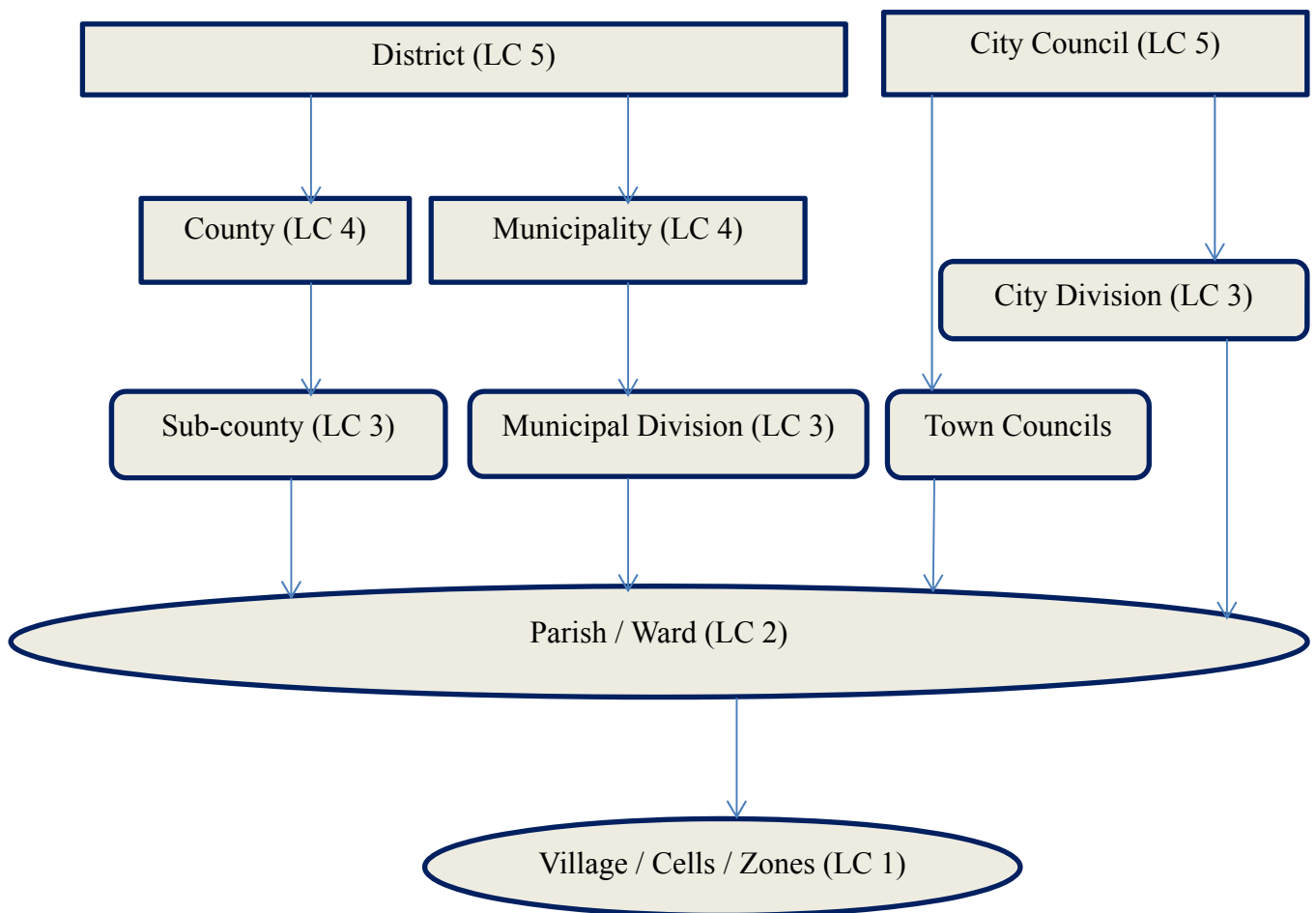
2.4 Devolution and the management of principals

The decentralization system as a whole was initiated in Uganda in the year 1987 with a political aim of promoting democracy and good governance. Local Governments (LGs) were created and named Resistance Councils but later they would be named Local Councils. Although the Resistance Councils played monitoring functions and had some authority to make certain policy decisions, they had no control on financial and human resources. The government decided to adopt decentralization because it would give power to the people to manage their own affairs (1995 Constitution of the Republic of Uganda). Later in time, the decentralization policy was re-launched in October 1992 through a presidential policy statement. It was then enshrined in the Local Government Statute of 1993 and in the 1995 Constitution of Uganda and the Local Governments Act of 1997.

The Local Government system has a five-tier hierarchical structure, with the village (LC 1), parish (LC 2), sub-county (LC 3), county (LC 4), and district (LC 5) in rural areas; and in urban areas, the village (LC 1), ward / parish (LC 2), municipal

division town / city division (LC 3), municipality (LC 4), and city (LC 5). The district and the city are the highest local government levels, while the sub county, municipality, municipal division, town and city division are lower local government levels (Steiner, 2006).

Figure 1: The structure of the Organizational structure of the Local Government system



It is vital to note that the current Local government's structure has both a political and administrative connotation. On the one hand, each level of the local government has a political leader called a councilor; while on the other, there is an administrative structure which is responsible for the accounting, coordination and monitoring of implementation of sector plans.

The Districts / cities have several directorates for different sectors; including, the directorates for finance and planning, education and sports, health services, management support services, production, works and technical services, and community-based services. The district administrative unit also entails a district service commission which is responsible for recruitment, maintenance, development and exit of local civil servants.

The management of schools administration was devolved from the Ministry of Education and Sports to the district administration. Before decentralization, all government systems were centralized under the national government and the district / city governments. The latter governments would implement policies chosen by the central government; thus education policies were carried out on behalf of the Ministry of Education and Sports.

Later in 1998 the government decided under the 1998 Constitution to strengthen the decentralization system so as to improve the management and service delivery of the primary education. It thus moved from deconcentration to devolution. Instead of the districts / city governments merely implementing central government policies,

the staff at the districts was expanded to meet more than the supervisory responsibility and engage also in spending, accounting, planning, budgeting, monitoring and evaluation. District thus started receiving capitation grants from the Ministry of Finance and Economic Development (MoFED); which would be spent and accounted for according to guidelines provided by the Ministry of Education and Sports (MoES). Following the constitutional restructuring and the civil service decentralization process in 1998 (MoES, 2014) MoES decided to strengthen the infrastructure and institutions under her jurisdiction; the management and provision of basic education is now largely in the hands of the local governments. So while the MoES concentrates on planning, policy analysis, curriculum and examination reform, national assessment, monitoring and evaluation for all education levels; the local authorities have all the financial control and general decision making authority over primary education (MoES, 2014).

Therefore, the district governments remain the highest points of reference and authority for primary schools education. The schools are accountable to sequential levels of Local Government, and to the Education Committee which is headed by the District Education Officer (DEO).

Decentralization has improved the management of resources allocated to districts and schools since the local people are able to participate in the decision making process concerning the education services delivered to their local schools (Saito). Each local council in the country has an education committee that discusses matters

related to education and schools. These committees though of politicians, work closely with schools principals. Further still, each school has a school management committee whose members include teachers, Parents' representatives, and members of the education committee of the relevant Local Council (LC).

Saito, however, notes that whereas the district offices and the local population have fully welcomed the decentralization policy, the teachers have not fully embraced it. Before decentralization, teachers and the Parents Teachers Associations had more control over the management of schools; but now the management committees from the Local Government councils are in charge – reducing the influence of teachers on the decisions taken concerning the schools.

Along with the introduction of the decentralization policy within the education sector, the roles of Head teachers in Uganda's primary schools have also evolved over time from those of practicing teachers to administrative roles as full-time managers of human, financial and physical resources. It is for this reason that the Ministry of Public Service refers to all Head teachers as School Administrators, rather than Teachers.

However, there is a growing shortage of school administrators and a decline in the quality of candidates for school leadership positions. Mulford (2003), explains the reason for the shortage as being due to the fact that the position of school leadership faces challenges as a result of: unrelenting change, conflicting expectations, mandates and accountability, a rigid bureaucracy (which emphasizes lots of paper

work and intermediary bodies), new approaches of governance in the whole of government, budget cuts, and the structure of communication in the bureaucracy.

Although the complete devolution in the primary education management has made decision-making process both quick and easy, an important question remains: How can education policy makers address the challenges that come with local governance in a country where resources are neither adequately nor evenly distributed? (Namukasa and Baye, 2006)

The primary education sub-sector has been given priority over other education sub-sectors of secondary, tertiary and university as can be reflected in a random sample of budgetary allocations of the financial years 2003/2004 and 2004/2005 where the primary education was respectively allocated 64.8% and 66.2% of the education budget (MoES report, 2004). The primary sub-sector budget is large because of the Universal Primary Education (UPE) policy which allows Ugandans of all ages to enroll in any government aided primary school and receive a free education. The policy's main objective is to ensure that Ugandans especially children receive at least a basic education so as to reduce the illiteracy rate in the country.

The numbers of pupils enrolled in schools have bulged and expanded beyond the financial and human resource capacity of most schools. The challenge falls directly on school administrators who must in the midst of the challenges facing the primary school sub-sector must deliver the education of a high quality. A larger challenge arises out of the fact that although there is a scarcity of school administrators, there

seems to be a bigger challenge of the administrators being unable to meet the administrative challenge before them.

“There has long been recognition that education of the individual has been a source of personal advancement and growth, and this rationale has been expanded to apply to the intellectual resources of a nation” (Wilson, 2001). The Ministry of Education and Sports of Uganda recognizes the role of education in human resource development as bearing not only on individual survival, but also on the national economic productivity and development (MoES, 2004). The MoES also emphasizes the fact that not only should education meet local demands, but also regional and international needs of the 21st century.

In a bid to provide better services to Ugandans, the government of Uganda decided to decentralize the Education sector under the *Local Government Act of 1997* – implying that responsibility over primary education was shifted from the Central government to the Local government. Many programs, including: the Education Strategic Investment Plan (ESIP); Universal Primary Education (UPE); School Facilities Grant (SFG); Teacher Development and Management System (TDMS) have been put in place to facilitate decentralization of education service delivery (Namukasa and Buye, 2007).

After the devolution of primary education, there was a consensus that this massive and systemic reform was required to introduce quality, access, equity, efficiency and relevancy in the primary education system – thus the creation of Primary

Education Reform Program (PERP) of which the Teacher Development Management System (TDMS) is part. Apart from serving the larger purpose in solving problems in the education sector, TDMS was aimed at management training for all levels of education managers in order to strengthen the management capacity of educational institutions (The World Bank, 2000).

Given that administrative decentralization devolves governmental functions and powers to the people at appropriate levels to help them best manage and direct their own affairs (1995 Constitution of Uganda), the roles of Head teachers have evolved with the implementation of the policy. They are not only expected to play their role as teachers, but also to diligently carry out their managerial duties as school administrators.

Along with the expanded powers and responsibilities of primary school-heads, the functions of the Local Government have expanded even further with the District Local Government being in full charge of the Primary Education sub-sector. It is tasked with the responsibility of ensuring that the head teachers are managed in the most effective way possible to ensure their highest productivity. In other words, devolution puts the Local Government on task to develop the capacity of school administrators to fully fulfill their duties as custodians and administrators of government property, and still find a link with pupil learning through promotion of quality teaching and learning.

The challenges facing basic schools have become complex, head-teachers are scarcely prepared for their leadership tasks (Bush and Oduro, 2006) and yet they are expected to efficiently perform their administrative duties. Spicer et al (2014) noted that, “governing bodies are at the sharp end of school leadership and management practices and the spotlight is currently on them” because high job performance can be expected if school administrators are well managed by the governing systems above them. The challenges facing the career of school principalship are not entirely organisation-based, for some lean more on employee behavior.

Despite being the heads of schools, head-teachers for instance are often more absent than the teachers under their supervision. Whereas on average, a teacher in a primary school is absent for at least 2 days in a week, head-teachers are said to be absent at least 3 times in a week (National Planning Authority - Uganda, 2015). Rampant absenteeism and similar problems have a bearing on the efficiency of primary education. Nevertheless, considering that the administrative power of principals over schools has tremendously increased, they are strategically positioned to create the much needed turn-around in school outcomes at both the schools staff and pupil-levels. However, it is merely wishful thinking to assume that experience alone will teach principals everything that they need to know to effectively perform their roles and responsibilities (Bush, 2010)

Thus, successful development of effective leadership and administrative attributes and abilities should not be left to luck, but principals must be prepared to function

well in the public service arena and to meet the widely ranging public and government expectations that come along in the daily processes of their work (Janesick, 2010; Ummannel, McNamara and Stynes, 2016). One of the human resource development handles available to facilitate the growth of the school leaders' capacities to not only meet the demands of their jobs but also personal career needs and expectations is organisational career development.

When launching the decentralisation process in the year 1992, the Ugandan government's aim was to achieve an improved local democracy, accountability, efficiency, equality, effectiveness, and sustainability in the provision of social services countrywide (Basajjabalaba, 1998). Among the many decentralized services, the service delivery and management of all forms of education up to Secondary level education were transferred to the local government. The district administration is charged with the management of both formal and informal education (Asiimwe and Musisi. Eds., 2004), however, the issue this research is concerned with is the management of the key players – primary school principals who are involved mostly in the delivery of formal education.

In the case of Uganda, decentralisation puts school leadership in a more notable position. Along with increased schools autonomy and an increased responsibility for principals, there must be tools assist in the effective leadership of the schools. As noted by the USAID, "Headmasters can encourage school-based reform when they display good leadership and receive sufficient training to lead and manage the

school community and, especially, the teacher corps”. Despite the reforms to improve education service delivery being implemented over a reasonable period of time, low-quality education remains a common problem in most developing countries, reflected by various international tests of student achievement which consistently show that developing countries score at the bottom of the performance scale.

It is recognized that school principals do not operate in isolation of other actors, but under a system which highly influences the manner in which schools run. Unless the other actors who are involved at the policy and financing levels play their roles right, it will definitely impact on schools outcomes, too. For instance, according to Uganda National Examinations Board (UNEB) (1996), although the Central government was supposed to contribute 50% of schools finances, it was found that such contributions hardly reached the schools and yet the District administrations would not explain to the schools where the money was re-channeled.

Therefore, in recognition that school principals play a crucial role to bring the education reforms to productivity, they definitely should be well developed to fit into their current highly demanding role. The *Figures* below demonstrates the roles of Education service provides (who are led by the school principals) in the Accountability Framework of Education Provision (*Adapted from the USAID Working Paper, 2010*).

Figure 2: The Education leaders-Principal relationship

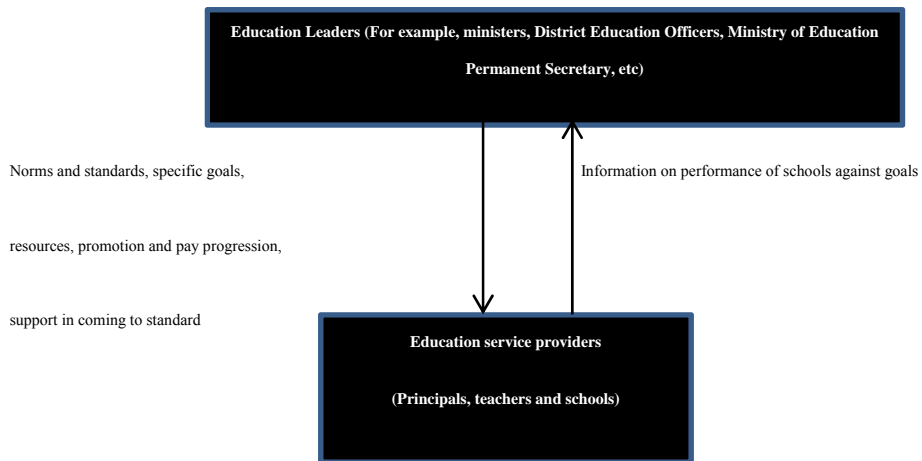
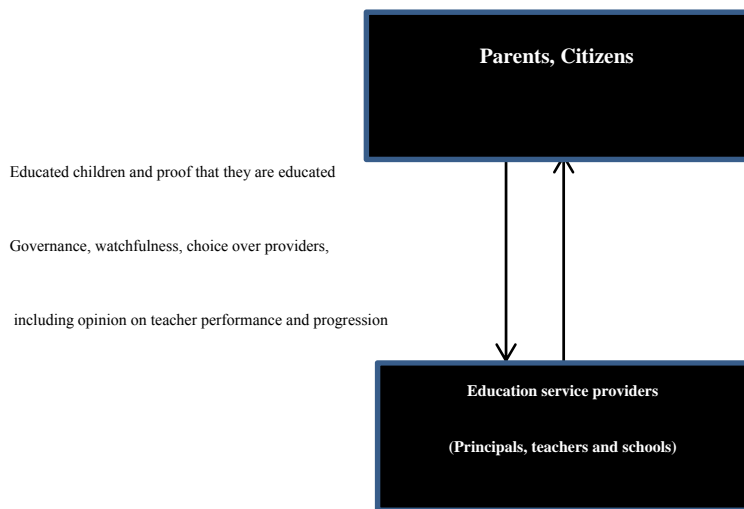


Figure 3: The Parents, Citizens-Principal Relationship



In relation to decentralization and school effectiveness, the USAID recognizes that decentralization, especially when it is manifested through school autonomy, has the potential to affect the effectiveness of schools. The character of school culture is defined to a larger extent by the leadership of the principal and other senior staff (UNEB, 1996), although the same study found out that in regard to principals that, the majority of them tended to behave like despots who controlled schools centrally. The study cites an instance where accessing information from other school authorities may be difficult if on a particular day, the head-teacher is absent from the school.

2.5 Organizational Career Development under Decentralisation

“Career development is a life-long process of fostering and cultivating the shape of the individual’s working life so as to make best use of inherent talents, skills, knowledge and interests for that person’s and the employer’s benefit.” (Peel, 1992: pg. 4)

In other cases, career development has been described as - a planned and structured response to the career aspirations of key employees (Mankin, 2009). It is a formal approach taken by the organization to ensure that people with the proper qualifications and experiences are available when needed; it is important for maintenance of a motivated and committed workforce (Mondy and Noe, 2005).

Walton (1996) notes that career development has come to the fore as a strategic theme for organizations that seek to maintain their competitive advantage. Organizations have become more dependent on highly qualified and adaptive knowledgeable workers who can contribute to the intellectual capital of the organization.

Properly developed employees add value both to themselves and the organization (Mondy and Moe, 2005). Even though careers belong to individuals, organizations must maximize individuals' skills and talents to benefit both the individuals and the organizations through career development practices (Baruch, 2000). Some of the career development areas available to the top management for development include such as: skills, education and experiences (Mondy and Moe, 2005).

On an individual basis, every employee needs a workplace where one can develop ones professional and interpersonal skills. Armstrong and Mitchel (2008) suggest that since managers are mostly adults, it is vital to consider the art and practice of adult learning in the process of developing their skills. The duo suggests such methodologies as training, mentoring, and performance appraisal that may be adopted to help in the process of enhancing the skills and abilities of managers to lead. It is therefore vital that even the Local Governments look deeper into career development not only as a policy tool to ensure effective devolution, but also as a practice that improves employee productivity on the job, and increases the fulfillment of the employees which may in return increase their levels of motivation.

In consideration of the different stages of career progression, relevant and varying tools are needed to develop the leadership capacities of - and to motivate principals at different stages because their career needs evolve over time and space within the organizations. Greenhaus and colleagues (*cited by Werner and DeSimone, 2012*) argue that employees have different career development needs at different stages of their careers. This is especially so because an individual's career life can be related to a series of stages, each with different job positions, responsibilities and activities along with different attitudes and behaviours (Pao-Long Chang, et al, 2007).

Most performance problems are career related, and although career development interventions are highly rewarding, they are also extremely time consuming (Mankin, 2009). Therefore, by focusing on human capital investments and development programs on a relatively small number of employees in strategic jobs, organizations can achieve breakthrough performance faster and less expensively than by diffuse human resource spending (Kaplan and Norton, 2004). Career development is designed to give an organization competitive advantage in attracting, retaining and developing the best employees (Hirsh and Jackson, 1996).

Since organizations can no longer promise steady upward mobility or lifelong employment (Farr, Tesluk, & Klein, 1998) because of the devolved nature of work responsibilities that have led to flatter organizational structures, career development must involve more of skill learning, mastery, and "reskilling" in order to assist the employees reach new positions, jobs, and assignments throughout their careers

(Bertolino, Truxillo, Fraccaroli, 2011). Werner and DeSimone (2012) suggest that despite the changes in the typical employment relationship, organizational career development remains important.

The duo suggests that, first of all, career development is a key part of the effort by both the employer and the employees who are in long-term relationships and want to plan and enact a mutually beneficial future. Secondly, the work which organizations carry out to achieve their goals changes over time. Even though organizations may use contingent workers, outsourcing, and partnership arrangements to get work done, there is need to maintain a core of employees with whom the organizations have long term relationships. It is therefore in the organizations' interest to ensure that the employees who make up the core (especially managers) are prepared and willing to change to meet new demands. Thirdly, within this changed employment environment, the availability of career enhancing assignments and career development activities can be used both as a recruitment tool to attract employees and contingent workers to work for the organizations, and also use these mechanisms as a motivational tool to gain the employees' full effort, commitment, and creativity.

Drawing from Werner and DeSimone's perspective on organizational career development in the dynamic working environment, organizations need to design organizational career development in such ways that programs fit the responsibilities and needs of both the employees and the organizations. When the

organizational career development programs provide for the need of both parties, they will be effective in achieving higher results for both the organization and its members.

In order to achieve the national development plan within the determined time, the government recognizes the need to build the capacity of the core staff in the implementation process (GoU, 408). Although personnel capacity building arrangements are to be organized by the Central government in the case of national development plans, Local Governments remain in charge of the long-term of the human resource development programmes. It therefore remains the responsibility of the Local Governments to help the staff under their jurisdiction attain the best level of capacity to run their duties to achieve not only the Local Governments' goals but also the national goals.

Along with the Primary education sub-sector, the management of primary schools head-teachers was devolved and placed under the administration of the Local Government. Although the Central Government remains responsible for making policies concerning primary education, District governments have the authority to make major decisions and implement them, provided they lie within the Central government policy frameworks.

However, in a study carried out by UNESCO, teachers and national policies that shape the teaching profession are critical for the provision of good quality education because teachers are the key facilitators of learning. Although they constitute one

of the largest shares of the civil service, factors like: policies on training, recruitment, deployment, management, assessment and professional development that affect teacher effectiveness are not paid adequate attention; and they remain a challenge to the education system as a whole (UNESCO, 2014).

The changing design of organizations from vertical to flatter structures has changed the career pattern of most employees – there are less middle managers and supervisors; which has caused most organizations to downplay the promotion of their employees (Harris, 1997). As a result of devolution, the structure of the education sub-sector has become flatter at the local government level. There are many principals who all report to one DEO who is their supervisor. As a result, there is much less room for promotion of principals through vertical mobility.

The study further notes that in order to address the issue of education quality, school leadership and supervision must be reinforced; and, apart from considering the school administrators as filling managerial positions, there is general agreement that they can raise the quality of teaching and learning by regularly coaching teachers (UNESCO, 2014).

In the current decentralized structure of the primary sub-sector, there seems to be very limited possibility of upward promotions that can motivate the principals in their carrier paths. Such circumstances are viewed to cause career plateaus as suggested by Mathis and Jackson (2006), who note that: “Many workers define career success in terms of upward mobility. As the opportunities to move up

decrease, some employers try to convince employees they can find job satisfaction in lateral movement. Such moves can be reasonable if employees learn new skills that increase individual marketability.”

Through continuous professional development, teachers are supported to ensure the quality of education (MoE&S), 2003); for unless the teachers have on-job support, the skills that are presented to them in workshops tend not to be effectively utilized in the classrooms (Joyce, 1988). Kamunde (2010), in a study that he titled, “The role of the head-teacher in the implementation of free primary education in Kenya”, mentions of the fact that primary schools principals who themselves working under a decentralized education system whose conceptualization they were not involved in are found to be, “seriously overloaded and they lack the skills and capacity to implement such a reform.” This is partly due to the fact that their recruitment is not necessarily based on professional considerations, and training is limited or through ‘trial and error’. Many principals are, therefore, “balancing at the top of the greasy pole’ and feel as if they are left to ‘swim or sink’.” Many educational and logistical challenges like high pupil–teacher ratios, shortages of qualified teachers, poor and inadequate infrastructure, and other resource constraints continue to impinge on quality requirements of the schools. Thus the role of principal-ship in a developing country is characterised by messy, fragmented and untidy realities in which many African schools operate, and such contextual realities seriously hinder reform implementation

An effective career development process can help in establishing trust between the employer and the employees - to reach to the desired organizational outcomes, and it plays an important role in enriching the human capital component of the organization (Khan, 2015), along with building and sustaining the organizations' success through building the right kind of organization by using insights on talent, culture and leadership (Ulrich, 2014). Organizations employ varying strategies meet the needs for development of their employees. It is important that these career development strategies submit to the core human resource development purposes since career development is, but a part of the human resource development function; a function whose core purpose is fundamental aim is to: develop individual knowledge, skills and competencies of the employees; enhance human potential and personal growth; improve individual or group performance; and improve organizational performance (Hamlin and Stewart, 2011).

Organizations employ various career development strategies to improve the performance of their employees. While some organizations may have clearly laid out programs for the development of their employees, other organizations use random methods at hand to this purpose. Similarly, these strategies may be effective in varying ways depending on such factors as the skills and knowledge needs of the employees, the type of job the employee is involved in, the organizational culture, and the career stage where a particular employee falls. Lam, Dyke and Duxbury (Vol. 29., *The Journal of Public Sector Management*), note that in well-performing organizations, career development is linked to performance management processes

because, with performance assessment – which itself is a part of career development - comes the identification of skills gaps and developmental activities which will enable better performance, a higher level of growth and career aspirations.

Some of the organisational career development approaches that organizations tend to put to use include such as: training, performance appraisal, mentoring, organisational support.

2.5.1 Training

For instance, Oman Natural Gas, a private company operating in Saudi Arabia, found that 74.6% of the research respondents from their organization, believe that on the job training is the most effective career development method, because it provides them with hands on experience and an opportunity to learn, act, and remove ambiguities if any exists (Khan, et al, 2015).

The National College for School Leadership notes that, training school principals in such qualities as: development of critical and analytical skills, self-evaluation, lessons observation and feedback, and personalization of learning is relevant to the development of leaders of learning. To meet this end, National College for School Leadership has employed continuous professional development strategies such as Training and Development Agency for Schools (TDA) with the aims of ensuring that effective training and development practice in all schools underpins improved

teaching and learning and integrated working in primary schools in London. “Quite often training is best directed at managers” (Arnold, 2016).

2.5.2 Performance assessment

The purpose of most performance assessments, most of which tend to be locally designed, is for the supervisor to determine whether the principal performed at a satisfactory level as a part of the review process (Wallace Foundation, 2009). According to Ivancevich et al (1983), apart from being used as a judgmental tool, the other broad purpose of performance assessment is to “improve performance through self-learning and personal growth.” Ivancevich and colleagues further argue that a well-designed and well-implemented performance assessment program can improve managerial understanding of the subordinates’ behavior, and it can also provide a basis for planning, training and development programs that are aimed at improving such areas as, technical competence, communication skills, and problem-solving techniques of the employees being assessed. Even more, it is a means of employee motivation (Baker and Morgan, 1984).

Standards are always meaningful only when brought to life. When conducting performance assessment, it is imperative that school leaders are found to demonstrate that they can have a positive impact upon their pupils, teachers and other school staff, and the school community (NewsRx, 2015).

For performance assessment to improve job performance, feedback on the manners and practices of principals as leaders of learning must be given both to and from their supervisors. According to the Wallace Foundation (2009), school principals cannot be expected to improve their performance throughout their careers; while at the same time meet the mounting challenges of their job unless the right information about the effectiveness of their behaviors and actions as leaders of learning is being gathered and acted upon.

The current approaches to the performance assessment of principals seem to be grounded in the belief that the principal is a capacity builder who facilitates meaningful and productive change both at the school and systems change. A case to note is the Illinois Principals Association & Illinois Association of School Administrators (2012) that says that, "If principal evaluation is to be meaningful and productive, it must begin with and be grounded in the school improvement process." Therefore, according to such an assessment approach, a successful school principal is one who coordinates excellence in both teaching and learning of the pupils.

Perhaps, a systems engineering model of performance evaluation (designed by Andersen and Pettersen, 1996) may be considered as part of the career development strategy. The unique aspect of the model is that it shows performance management as seeking to not only improve the performance of the organization, but to also

ensure that successful systems that satisfy the needs of their customers, users and other stakeholders are created within the organizations.

The Missouri Leader Standards which conveys the expectations of performance for professional leaders in Missouri expresses the fact that a leader's knowledge and skills mature and strengthen throughout their career. Therefore, professionals in school leadership positions have been given the standards upon which they are expected to evaluate themselves on whether they are exercising good professional judgment and improve their own practice (Missouri Department of Elementary and Secondary Education, 2013).

Basing on a 2006 study by Knapp et al, it was established that offering leaders regular feedback and opportunities to learn from their work, in addition to mentorship and coaching, prompted learning-focused leadership.

2.5.3 Perceived Organizational support

Perceived organizational support refers to “the extent to which the organization values employees’ contributions and cares about their well-being” (Eisenberger et al., 1986). Further, organizational support can as well be referred to as: the employees' feeling of being supported which is triggered by the degree to which the organization communicates with its employees and by the degree to which employees perceive their engagement by their managers (Paillé and Rainelli, 2015).

Some of the ways that employees feel supported by their organizations include such as: (a) employees are encouraged to propose new ideas and communicate suggestions to their superiors; (b) they are recognized for having done so and for achieving organizational goals, and (c) they perceive that the organization seeks to share key information within the organization with them (Ramus, 2002).

Organizational support is essential because it affects organizational performance through influencing such factors as employee motivation, which in return is reflected through such organizational outcomes such as employee job satisfaction, commitment and lower turnover rate (Grawitch and Barber, 2009). For instance, in study carried out among Chinese male nurses to investigate the relationships among perceived organizational support, intention to remain in a current workplace, career success and self-esteem, the authors – Liu et al (2015) recommend that, it is meaningful to enhance perceived organizational support, career success and self-esteem in the working process so that employees are more willing to stay in a current employment.

In other studies, POS comes in form of the manager's behavior influencing the creativity of subordinates; specifically, such managerial behavior that leads to feelings of self-efficacy contributes to higher employee creativity (Ramus and Steger, 2000). Some studies have suggested that there is a positive relationship between POS and work-related attitudes (Trybou et. al., 2014). Based on the norm of reciprocity, employees who believe that they receive a higher level of support

from the organization will perform better; the reason for such a result is that they feel obligated to care about the organization and help meet its objectives through positive attitudes and behaviors towards the organization (Eisenberger et al., 1986). Therefore, POS for creativity is considered as an antecedent of employee creative performance (Zhou and George, 2001).

It is suggested that at an individual level, one's POS is positively related to work performance (Rhoades and Eisenberger, 2002); which may be explained by the fact that organizational conditions influence creative performance because of their effects on employees' intrinsic motivation (Shalley et al., 2004). Moreover, a supportive environment is also believed to lead to the employees' behaviors being channeled and directed toward creative performance (Scott and Bruce, 1994). Many employees tend to take on discretionary actions and, if they know that they are being supported, they then seek to repay such kind of favorable treatment (Jin and Zhong, 2014)

Furthermore, mentoring is, "a nurturing process with the aim of promoting professional and personal development, in which a more skilled and experienced person, acting as a role model, teaches, encourages, counsels, and befriends a novice" (Zhang, et al,2015) . Mentoring is a symbiotic relationship aimed at advancing careers and career satisfaction for both the mentor and the mentee; it is a long-term relationship in which the mentor guides the mentee while creating a

supportive environment and facilitating growth and transition (Hill and Sawatzky, 2011).

“Mentors help aspiring principals and experienced principals to develop the necessary knowledge, skills, behaviors, and values to be dynamic school leaders, including technical and social/cultural learning” (Reyes, 2006). Some of the mentoring activities include: providing support through advice, guidance, practical applications, listening, reflection, and all activities that are applicable to the career stage of the individual under mentoring.

In the context of turbulent times for school education which is filled with principal shortages, high accountability demands, frequent changing school reform efforts, and the changing role of the principal, mentoring is vital to principal development – and it is important to start the mentoring processes at the principal pre-service stage through the late career stages. Reyes (2006) advises that colleges of education and school districts should work collaboratively to develop mentoring programs for aspiring principals and other principals. Under such circumstances, aspiring principals will have formal and informal mentors. The ideal formal mentor is the supervising principal and he or she is the internal role model for the principal being mentored. The informal mentor in this case is a confidant and a friend who can challenge the mentee to do better at their job.

On mentoring, the HM Inspectorate of Education (2008) of Scotland observed that, good quality mentoring in schools makes an important contribution to developing

the professional skills of new principals, teachers and ensuring the best quality learning experiences for pupils. They further note that, high quality continuous professional development can only take place with commitment from schools, education authorities and teacher education institutions to developing effective mentoring. The mentoring relationship requires the mentors to put into use such skills as, observing the work practices of the mentees, asking questions, giving advice, giving feedback, instructing, making suggestions, offering guidance and helping the mentees to reflect on their own job practices.

Therefore, the effectiveness of mentoring is directly related to the quality of feedback from mentors to the mentees on how they could improve their practice. In a 2008 study across Scottish schools by HM Inspectorate of Education for instance, Education authorities provided well-planned and appropriately focused professional development opportunities for new qualified teachers and; these opportunities were well matched to the stage of development and needs of the new teachers. Organized planning of meetings between experienced employees and newly recruited teachers gave the new teachers a scope to learn from one another through sharing their experiences across schools.

Employees in new working environments, too, need mentoring so as to adapt to likely new socio-cultural elements in their new workplaces and job positions. According to Darling-Hammond et al (2007), mentoring has been rated more highly than other forms of career development by those who have been mentored.

Overall, organizational career development will have an individual and organizational level focus – but either way, the improved performance is what the function seeks to fulfill. In accordance with Rees and Smith (2014), there is an implicit if not explicit link to performance since the expected outcome of developing knowledge, skills and competence is improved individual and organisational performance.

In many situations, a quality interpersonal relationship between the immediate supervisor and the employee, organizational support and motivation are highly correlated. After carrying out regression analyses, Altunoglu and Gurel (2015) found that; when the quality of interpersonal relationship between the immediate supervisor and the employee increases, organizational innovation level also escalates, and in the same way, as POS increases organizations perform better in relation to employee innovativeness.

Many more studies have revealed that organisational support is highly correlated to organizational outcomes; however, many of them show the relationship between perceived organisational support and organizational outcomes is also highly mediated by other variables. For instance, upon concluding that there is “a relationship between perceived supervisor support and job satisfaction”, the study which was conducted to investigate the role of perceived supervisor support and organizational identification in job satisfaction among Turkish medical secretaries (Gok et al, 2014) shows that it is through influencing employee motivation that

perceived organizational career development can be said to have borne organizational outcomes.

According to another research study by Sears, Zhang and Yu Han (2016), when employees who score high on negative affective commitment are introduced to more organizational support, both their affective commitment and job performance increase. When the leaders in the organization seek to increase followers' participation by highlighting the importance of cooperation such as: performing collective tasks, providing the opportunity to learn from shared experience, and delegating to followers the authority to execute any necessary action for effective performance; they create a work environment where followers feel empowered to seek innovative approaches to perform their job – hence improving job performance (Jung et al, 2003; Avolio and Gibbson, 1988).

Concerning judgment of the effectiveness of career development initiatives employed to improve schools performance, National College for Teaching and Leadership (2014), recommend in their study, *Freedom to lead: a study of outstanding primary school leadership in England*, that school leadership must be ultimately judged by how well it serves its children – who are the final outcome of schools as organizations. Questions such as: “What will children be like having attended that school? What has it done for them? What sort of people are they?” must be asked – all of which reflect that organizational career development that has had good impact on school leadership must influence school performance.

Finally, for professional career development strategies that targets school leaders to be transformational, they need to be designed in a manner that leads to a deep understanding and application of relevant issues and practices within the school leadership career (Haar, 2004). They should as well be long-term in nature and focused on student achievement. By focusing on such important programs that assist principals in developing strategies and techniques for planning, distributing leadership, other staff development and parent ownership of new ideas (parent participation), addressing the alignment of standards with instruction, as well as overseeing the school outcomes (Kamler, Dodge, and Walker, 2008).

In conclusion, empirical data on specific principal leadership development programs, policies, practices, and outcomes have been slim historically (Huang, et al, 2012). This may be partly attributed to circumstances where ongoing district policies on professional development for leaders are viewed as a part of a larger plan for the administrative reform (Kamler et al, 2013). When researching about the quality of leadership programs, their effectiveness should ultimately be judged by the knowledge and skills of the principals; by practices that promote school improvement and student learning (Darling-Hammond and colleagues' view (2007), as well as by their capacity to engage effectively in the leadership practices that have been associated with active and effective support of instructional improvement. Although there is no list of practices that can fully predict whether a leader will be effective in a given context; Leithwood & Jantzi's (2000) research shows that school leadership must have specific practices that have been associated with active

and instructional support of instructional improvement. The practices that have been suggested by Leithwood and Jantzi (2000) in their research include: working directly with teachers to improve effectiveness in the classroom; providing resources and professional development to improve instruction; regularly monitoring teaching and student progress; participating in discussions on educational issues; and, promoting parental and community involvement in the school. In essence, the school principals must have the capacity to lead in ways that both support teaching and at the same time develop productive school organizations.

Chapter 3: Research Questions and Methodology

This chapter explains the research questions that have been derived from the knowledge gap that exists in the current literature about the relationship between devolution and the organizational career management of primary school principals. It further describes the methods that the research will use to collect data. The populations that will be considered in the research study, data collection methods, the type of data that will be collected, analytical techniques, and measures to ensure research validity and reliability have also been discussed in this chapter.

3.1 Research Questions

As a result of devolution, organizational career development is being carried out by the district administration to ensure that principals' leadership abilities are of such good quality to ensure that school outcomes are improved. Along with devolution, the key roles of principals are no longer confined to the technical responsibilities of teacher management. They have expanded to include such aspects of: leadership, teaching and learning, resource management, education policy implementation, human resource management, administration, and external relations management. Likewise, the career development offered is expected to transform into school outcomes such as equality, access, equity, efficiency, relevance, and improved pupils' performance of the primary education system (Namukasa and Buye, 2007). Immediately after effecting the devolution, Teacher Development Management

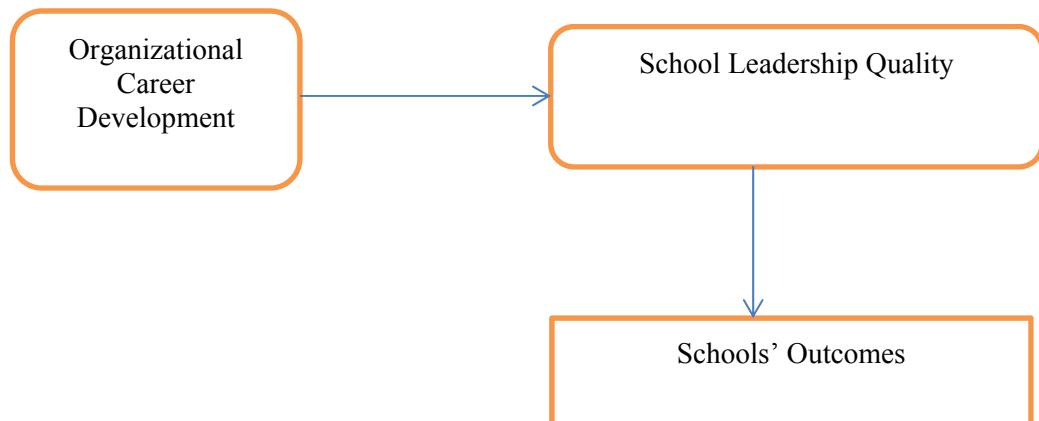
System (TDMS) was adopted as a policy enabling program to develop the capacity of the teaching faculty, including special trainings for principals to be trained into better management skills that would enable them to successfully carry out their evolved leadership duties and responsibilities. However, there seems to have been no research made yet about the effectiveness of organizational career development on both the quality of principal leadership and consequently the school outcomes. Therefore, in order to find out the implications of the OCD,

The research will be guided by the questions:

Question 1: To what extent has organizational career development provided for the primary education principals influenced the quality of their leadership?

Question 2: Are school outcomes related in any way to the quality of leadership of the principals?

Figure 4: Conceptual Framework



3.2 Research model

A **survey** will be conducted to acquire both qualitative and quantitative data. Data on characteristics, self-classification, expectations, behavior, experiences and attitudes will be collected from the respondents.

The research will use Ntungamo District as the case study because it is considered a typical Ugandan District with the both a rural and urban setting which harbor both government – aided and private schools. The researcher deemed it a good choice for a case study because the results of the research can be confidently generalized with other Districts, except Kampala City whose characteristics are slightly different from those of other Local Governments.

The research will take on an inductive logical system. Both primary and secondary data will be collected and used to map out relationships between administrative decentralization and effectiveness in the management of school administrators. The relationships found between the two variables will be used to conclude whether the hypothesis is true or false.

3.3 Research design

The research will be **explanatory** in nature - it will explain why the quality of school leadership is low despite their strategic positioning in the primary education administrative structure. Further, inquiries will be made into the extent to which

organizational career development has provided for the primary education principals influenced the quality of their leadership. Finally, the existing relationships (or lack of relationships) between schools outcomes and the quality of leadership of the principals will be explained and accounted for.

For the purpose of this research, organizational career development will be considered the independent variable while school outcomes will be the dependent variable. The assumption is that effective organizational career development must transform into good quality leadership of the principals which will influence the quality school outcomes to shoot up. Therefore, the following hypotheses will be adopted to the effect of relationships measurement:

Hypothesis 1: Organizational career development is positively related to the quality of school leadership

Hypothesis 2: The quality of school leadership has a positive impact on schools outcomes

3.4 Data collection

Purposive non-probability sampling will be used to determine which persons should participate in the research study. The research will collect data from principals who lead schools under different circumstances identified based on such factors as whether the selected school is government-aided or a privately-owned, the size of

the school population, and location of the school – rural or urban. The research intends to capture data also from schools that have any deviant characteristics from other typical schools within the Ntungamo district.

Forty principals from both government-aided and private schools will be selected to participate in the research. 20 school principals will be purposively selected from each of the three counties of Ruhaama, Kajara and Rushenyi that make up Ntungamo District. Further, 10 participants will be selected from Ntungamo Municipality which forms the major urban area of Ntungamo District.

Both qualitative and quantitative primary and secondary data will be collected. To collect primary data, questionnaires consisting of both open-ended and close-ended questions will be used. The questionnaires will be self-administered to head teachers of the sampled primary schools.

Further, interviews will be conducted to collect data from the Commissioner for Primary Education at the MoES; the District Education Officer (DEO), the District Inspector of Schools, and the Chief Administrative Officer of Ntungamo District Local Government administration.

The secondary data will be collected from relevant documents and publications of the Ministry of Education and Sports and the Ntungamo District Local Government publications.

In order to **measure** the relationships, correlation regression will be used to explain the existence of causal relationships between two variables (Babbie, 2013). Correlation and regression analyses will be carried out to assess the magnitude and direction of the relationship between organizational career development and the quality of principals' leadership. Similarly, the statistical analyses will be applied to determine whether the quality of principals' leadership influences school outcomes. For instance, when a principal's score on one measure (for example, on attitude toward the Teacher Development and Management System, TDMS) is known, it is possible to better predict what that principal's score on another highly related measure (such as, willingness to participate in organizational career development). According to Myers (1998), the higher the correlation between the variables, the more accurate the prediction will be.

Both **nominal** and **ordinal** measures will be employed during data collection and analysis. Such measures as gender, source of school funding, location of the schools, age ranges and leadership styles which are nominal in nature will be used. Measures of an ordinal nature such as the: levels of education, attitudes, beliefs, willingness/ability to participate in OCD programs, and expectations will be put to use too.

3.5 Data analysis

Both qualitative and quantitative data will be coded so as to make it easier to analyze before concrete conclusions are made concerning the relationship between the variables. The data will be categorized into different groups with data that uses the same unit of measurement belonging to the same group.

Chapter 4: Summary of the Findings, Implications and Recommendations

In chapter 4, the summary of the findings, analysis, conclusions and policy recommendations are presented. The findings sub-section presents the information that was extracted from the questionnaire data that was collected from the principals of the forty schools. The data is then analysed to find the implications of career development activities on school outcomes. Finally, conclusions are made and policy recommendations on how to improve the OCD activities to have a tangible impact on school outcomes are provided.

4.1 Summary of the findings

The research was carried out with the objectives of assessing the effect of OCD strategies on the quality of school leadership; inquire into the relationships between the quality of leadership and school outcomes; and finally, to provide policy recommendations on the improvement of the quality of schools' outcomes through strategic career development practices.

Concerning the OCD strategy, the research used three strategies of employee training, performance assessment and perceived organizational support to measure how much effect the three have aided the principals to improve the school outcomes. The variables that were measured as indicators of organisational outcomes are the

teacher turnover rate, pupils' performance and graduation rate, and stakeholder participation in the management of the schools.

Assessment of the relationships of each of the OCD variables to the school outcomes was done. Each OCD strategy was assessed independently of the others since varying measurement procedures were applied to the collect data concerning the variable, for instance, while the leadership style could only be either Theory Y or Theory X, it could not be mixed up with Organizational support which was measured on a likert scale.

4.2 Demographic factors

4.2.1 Academic qualification

Table 1: Academic Qualification

Qualification	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bachelor's Degree	12	30.00	12	30.00
Certificate	3	7.50	15	37.50
Diploma	24	60.00	39	97.50
Master's Degree	1	2.50	40	100.00

All the sampled principals identified their academic qualifications as ranging from Certificate to Masters' degree. The mode of the academic qualifications was found

to be the Diploma, since 60% of the Principals said that they hold Diplomas as their highest academic qualification.

4.3 Organisational Career Development Variables

The OCD is the independent variable; the measurement variables used under it are training, performance assessment and organisational support. *Table 2* below shows some of the descriptive statistics related to the OCD measurement variables.

Table 2: The MEANS Procedure of the OCD Measurement Variables

Variable	No. of Observations	Mean	Std Dev	Minimum Value	Maximum Value
Yrs of Principalship	40	11.98	8.21	2.00	32.00
Yrs spent in Current School	40	3.78	3.48	1.00	13.00
Training	39	4.28	2.45	0	7.00
Performance Assessment	40	4.95	1.36	1.00	7.00
Organisational Support	40	4.13	0.93	2.00	6.25

As shown in the *table 2* above, of all the variables used to measure the OCD, performance assessment and organisational support, respectively, have the highest and lowest mean values. Even though the training provided is relative, it is more fairly distributed among the principals than the other two variables.

4.3.1 Training

Table 3 below shows the responses given by the respondents on whether they have ever received any training that is related to their role as principals.

Table 3: Responses given on whether a principal has or has not received training

RESPONSE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	12	30.00	12	30.00
Yes	28	70.00	40	100.00

70% of principals agreed to the fact that they have ever been trained by their current employer in the management aspects of their job, while only 30 % said that they have never been offered any kind of training in all the managerial aspects of their role. On a scale of 7-points, one principal has received a mean of 4.28 of the required training for a fully trained principal.

4.3.2 Performance assessment

Table 4 below shows some descriptive statistics that are related to the performance assessment.

Table 4: The frequency of performance assessment of the principals

No. of Times	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Annually	24	60.00	24	60.00
Never	1	2.50	25	62.50
Quarterly	12	30.00	37	92.50
Twice a year	3	7.50	40	100.00

All the 40 sampled principals agreed to have had their job performance assessed, with 60% saying that their performance is assessed once a year. On an average of a 7-points scale, 4.95 of the principals have always had their performance assessed, received feedback concerning the performance assessment and they at the same time found that feedback relevant to their jobs.

4.3.3 Organisational support

In general, the perceived organisational support was low. On a 7-points scale, the mean of the organizational support stands at a rate of 4.13. The principal who feels most supported by the employer rated the support being given at a maximum of 6.25, while the principal who perceives least support by the employer rated that organisational support at a rate of 2.

4.4 The Mediating Variables

4.4.1 Job performance

Below is *Tables 5* which shows the associations between OCD variables and job performance. The regression analysis result indicates that there is no association between organisational career development and the school leadership quality.

Tables 5: The REGRESSION Procedure showing the association between OCD Variables and the Job Performance (DV: Job Performance)

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	8	11.42	1.43	2.78	0.02
Error	30	15.43	0.52		
Corrected Total	38	26.85			

Root MSE	0.72	R-Square	0.43
Dependent Mean	5.96	Adj R-Sq	0.27
Coeff Var	12.03		

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	1	5.19	1.15	4.51	<.0001
Source of Funding	1	-0.55	0.34	-1.62	0.12
Sex	1	0.47	0.35	1.34	0.19
Academic Qualification	1	0.17	0.21	0.84	0.41
Yrs of Principalship	1	-0.06	0.02	-3.32	0.002
Yrs spent in current School	1	0.11	0.04	3.02	0.005
Training	1	0.06	0.06	1.08	0.29
Performance Assessment	1	0.07	0.09	0.78	0.44
Organisational Support	1	0.04	0.13	0.26	0.79

Training, performance assessment and organisational support are shown in the *Tables 5* as having no significant relationship with the job performance of the principals. The number of years of principalship and the years spent in the current school, which are control variables, are the most closely related to the job performance. However, while the number of years spent in principalship increases, the job performance lowers.

4.4.2 Affective Commitment

Tables 6: The REGRESSION Procedure showing the association between OCD Variables and the Affective Commitment (DV: Affective Commitment)

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	8	7.69	0.96	1.55	0.18
Error	30	18.62	0.62		
Corrected Total	38	26.32			

Root MSE	0.79	R-Square	0.29
Dependent Mean	4.18	Adj R-Sq	0.1
Coeff Var	18.84		

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	1	3.09	1.27	2.44	0.02
Sex	1	-0.39	0.39	-1.00	0.32
Academic Qualification	1	0.17	0.23	0.75	0.46
Yrs of principalship	1	0.00	0.02	0.05	0.96
Yrs spent in current school	1	0.05	0.04	1.25	0.22
Training	1	0.1	0.06	1.66	0.11
Performance Assessment	1	0.03	0.1	0.34	0.73
Organisational Support	1	0.18	0.15	1.19	0.24

The p-values shown in the tables above indicate that there is no association between organisational career development as an independent variable - which was measured using training provided to the principals, performance assessment and organisational support; and affective commitment as the dependent variable.

Tables 6 above show the various statistical associations between organisational career development and affective commitment.

4.4.3 Leadership Style

According to the regression analysis as is shown in *Tables 7*, there is no association between the organisational career development strategies and the leadership style of

the principals. In particular, training, job assessment and organisational support do not have significant relationships with the leadership style of a principal. Therefore, whether a principal adopts a dictatorial or participative way of leading the school; the choice made is scarcely being influenced by the training, organisational support or prospects of their performance being assessed.

Table 7: The REGRESSION Procedure showing the association between OCD Variables and the Leadership Style

(DV: Leadership Style)

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	8	2.29	0.29	1.42	0.23
Error	30	6.02	0.2		
Corrected Total	38	8.31			

Root MSE	0.45	R-Square	0.28
Dependent Mean	1.69	Adj R-Sq	0.08
Coeff Var	26.48		

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	1	1.43	0.72	1.99	0.06
Sex	1	-0.23	0.22	-1.05	0.304
Academic Qualification	1	-0.02	0.13	-0.18	0.86
Yrs of Principalship	1	0.005	0.01	0.50	0.62
Yrs spent in Current School	1	-0.004	0.02	-0.17	0.86
Training	1	0.02	0.03	0.58	0.57
Performance Assessment	1	-0.08	0.06	-1.37	0.18
Organisational Support	1	0.086	0.08	1.03	0.31

4.5 Schools outcomes

Schools' outcomes is the dependent variable. It was measured using the variables of teacher turnover rate, the pupil performance and graduation rate which was measured by the failure rate, and the stakeholder participation in the management of the school. The three measurement variables were measured using a 7-points likert scale. *Table 8* below shows analysis result of the mean and standard deviation of the schools outcomes measurement variables. Of all the schools outcomes, stakeholder participation has the highest mean of 5.33.

Table 8: The mean and standard deviation of the school outcomes variable

Variable	Mean	Std Dev.
Teacher Turnover Rate	2.33	0.92
Failure Rate	0.03	0.06
Stakeholder Participation	5.33	0.86

4.5.1 Teacher turnover rate

The mean of the teacher turnover rate is low, at a score of 2.33 on a 7-points scale. As shown in *Tables 9* below, the teacher turnover rate is not associated with the leadership quality since the p-values of the job performance; affective commitment and leadership style show no significant relationships with the teacher turnover rate.

Table 9: The REGRESSION Procedure showing the association between Teacher Turnover Rate and School Leadership Quality (DV: Teacher Turnover Rate)

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	6	10.396	1.73	2.55	0.04
Error	33	22.38	0.68		
Corrected Total	39	32.78			

Root MSE	0.82	R-Square	0.32
Dependent Mean	2.33	Adj R-Sq	0.19
Coeff Var	35.42		

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	1	-0.38	1.31	-0.29	0.77
Academic Qualification	1	0.35	0.22	1.62	0.11
Yrs of Principalship	1	0.04	0.02	1.98	0.06
Yrs spent in Current School	1	-0.11	0.05	-2.38	0.02
Job Performance	1	0.03	0.196	0.16	0.88
Affective Commitment	1	0.303	0.17	1.75	0.09
Leadership Style	1	0.23	0.29	0.80	0.43

The number of years a principal has led the current school; and the number of years a principal has spent in the position of leadership more highly influence the teacher turnover rate than the other schools outcomes measurement variables.

4.5.2 Pupil performance and graduation rate

The performance and graduation rate of the pupils was assessed on the probability of the failure rate. The general failure rate was scored at a probability of 0.03 leaving the survival probability at a rate of 0.97.

Tables 10: The REGRESSION Procedure showing the association between Failure Rate and School Leadership Quality

(DV: Failure Rate)

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	6	0.03	0.004	1.00	0.44
Error	33	0.14	0.004		
Corrected Total	39	0.16			

Root MSE	0.06	R-Square	0.15
Dependent Mean	0.03	Adj R-Sq	-0.0003
Coeff Var	195.47		

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	1	-0.17	0.102	-1.70	0.099
Academic Qualification	1	0.009	0.02	0.54	0.59
Yrs of Principalship	1	0.002	0.002	1.47	0.15
Yrs spent in Current School	1	-0.003	0.004	-0.89	0.38
Job Performance	1	0.02	0.02	1.43	0.16
Affective Commitment	1	0.01	0.01	0.88	0.38
Leadership Style	1	-0.006	0.02	-0.27	0.79

The failure rate and the quality of school leadership are not associated. The *Tables 10* above show the analyses related to the failure rate and the schools leadership quality. Job performance, affective commitment and leadership style have no significant association with the quality of school leadership.

4.5.3 Stakeholder Participation

The stakeholder participation is not associated with the schools' leadership quality.

Table 11: The Regression Procedure showing the association between Stakeholder Participation and Schools Leadership Quality

(DV: Stakeholder Participation)

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	6	13.53	2.26	4.78	0.001
Error	33	15.55	0.47		
Corrected Total	39	29.08			

Root MSE	0.69	R-Square	0.47
Dependent Mean	5.329	Adj R-Sq	0.37
Coeff Var	12.88		

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	1	2.33	1.09	2.13	0.04
Academic Qualification	1	0.54	0.18	2.98	0.005
Yrs of Principalship	1	-0.03	0.02	-2.03	0.05
Yrs spent in Current School	1	0.03	0.04	0.79	0.44
Job Performance	1	0.34	0.16	2.06	0.05
Affective Commitment	1	-0.03	0.15	-0.20	0.84
Leadership Style	1	0.103	0.24	0.42	0.68

Job performance has a loose association with the participation at a p-value of 0.047. On the other hand, affective commitment and leadership style do not influence the level of participation of schools' stakeholders. The academic qualification level of the principal and the number of years that a principal has spent in leadership are associated with the participation of stakeholders at p-values of 0.005 and 0.05, respectively.

4.6 The hypotheses

Hypothesis 1: Organizational career development is positively related to the quality of school leadership

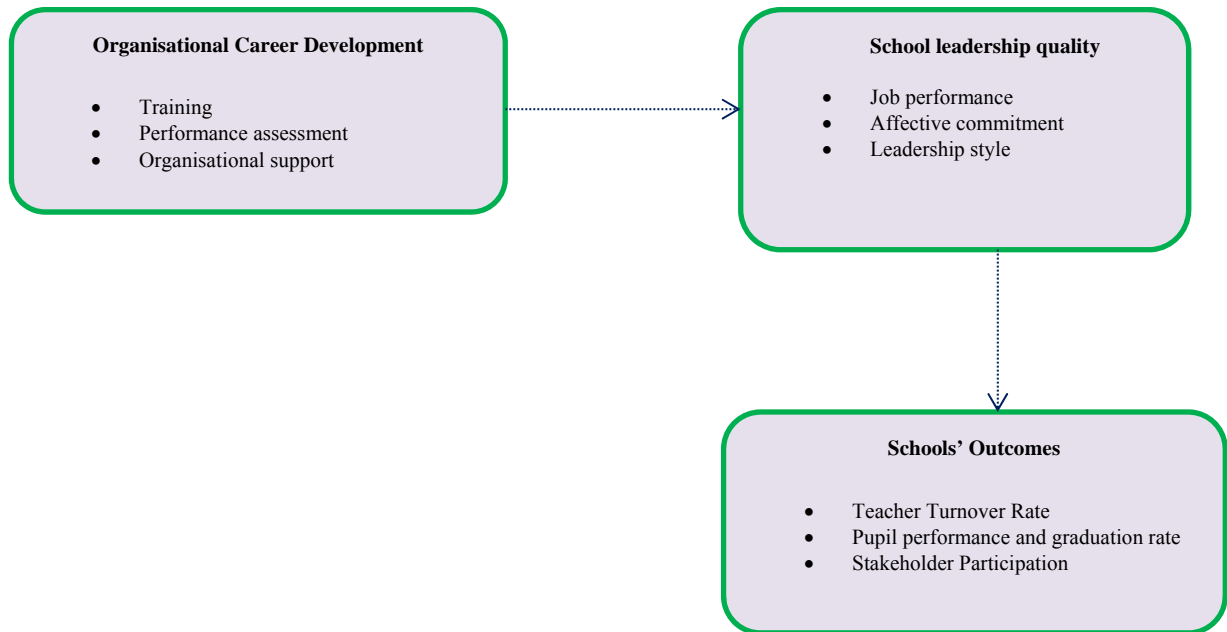
In reference to *tables 5, tables 6* and *tables 7*, there is no association between the organisational career development approaches and the quality of schools' leadership.

Therefore, hypothesis 1 will be rejected. There are no significant positive relationships between training, performance assessment and organisational support as the OCD measures and the job performance, affective commitment and leadership styles of the principals which are measures for the quality of school leadership.

Hypothesis 2: The quality of schools leadership has a positive impact on schools' outcomes

According to the analysis in *tables 9, tables 10 and tables 11*, the quality of school leadership does not have any significant association with the schools' outcomes. Thus, hypothesis 2 will also be rejected because the quality of school leadership does not have a positive impact on school outcomes. The job performance, affective commitment and leadership style of a principal have no direct significant impact on the teacher turnover rate, pupil performance and graduation rate, and stakeholder participation.

Figure 5: The association between the OCD and schools outcomes



The figure above indicates that three variables were used to measure each of the variables, and according to the regression analyses made, there are no significant associations that were found to be existing among the given measurement variables. The organisational career development was the independent variable, the school leadership quality was the mediating variable and the schools' outcome was the dependent variable.

Organisational career development approach whose components include training, performance assessment and organisational support is not positively related to the quality of school leadership of the 40 sampled principals. Similarly, the schools leadership quality which consisted of job performance, affective commitment and leadership style is found to have had no positive impact on the schools' outcomes,

whose components include teacher turnover rate, pupil performance and graduation rate and stakeholder participation.

4.7 Implications

Organisational Career Development and School leadership quality

The lack of a relationship between OCD and the school leadership quality implies that the former is not relevant to the latter variable. Organisational career development has been argued to be important in improving organisational performance. However, if the strategies used do not meet the contextual needs of the employees; they are as good as irrelevant in improving the quality of the employees and finally, the organisational outcomes.

Indeed, organisational career development should be done based on the career needs of the employees and the current and future needs of the employer. If the needs of either are not considered while designing the career development approach, it is most likely that little or no positive outcome will be achieved. For instance, considering that the relationship between career development and schools' outcomes is always mediated by other variables, unless the OCD variables influence the mediating variables, school outcomes may not be affected by the career development.

On identifying what will exactly bring on the positive change in schools' outcomes, the needs of the employees that are in line with the mediating variables must be met. The missing link between OCD strategies and schools' outcomes can only be reconnected when such programs that are relevant to the principals to raise their job performance, affective commitment and improve the leadership style are implemented.

There are more mediating variables that must be taken into consideration while designing career development policies and programs. Taking into account the responses given in *Table 12*, employee motivation is another factor that most likely would be considered for the principals to be offered relevant career development which can lead them to perform better at their jobs. When asked to explain the ratings of their performance, several principals offered responses such as these shown in *table 12* below. If the OCD approaches are designed without considering what motivates the principals at their job, the approach would still fail since the performance of the principals will still be highly affected by the other factors that are not being put under control by the District Local Government Administration.

Table 12: Some of the responses given by the principals in explanation to their performance levels

Type of school	Response
Public	A leader should live and work as an example; so I must ensure that this is reflected from me
Public	I believe I was called to serve as a teacher and I am really happy to serve in this position
Private	Teachers are promptly paid and are given other desired services like accommodation
Private	Most teachers are never satisfied with their salaries
Public	Generally, I love my profession!
Public	I joined the teaching profession when I really liked it and I am still enjoying my teaching service
Public	Some of the administrators at the district are harsh
Public	Principals need a higher pay and other job related benefits
Private	I feel good when I am at my work
Public	As a principal in the primary section, I feel proud of my profession

From the responses given in the table above, it is apparent that the principals attribute their performance standards to intrinsic motivation. The career development tools employed towards them will therefore be of less impact, if they are not related to the source of their personal career standards.

On the other hand, it is likely that the lack of association between OCD and the quality of schools' leadership is due to the situation where the career development provided is not sufficient to impact on the careers of the principals and their performance. For instance, even though many principals agreed to have been offered extra training that is related to their job, most of them still mentioned attendance of workshops as the most frequent form of training they have received. Considering the diverse roles that principals have to fulfill, no enough training to improve the quality of leadership will ever be provided through workshops.

The school leadership quality and schools outcomes

No significant associations have been found between the school leadership quality and the schools' outcomes. School leadership is important for the general performance of the school. The lack of relationship between the quality of schools' leadership and the schools' outcomes may be due to the fact that there are other factors that influence specific aspects of the schools more than the quality of schools leadership. Therefore, school leadership is but one of the factors that influence the performance of the schools.

For instance, the principals' leadership quality may not influence the pupils' performance and graduation rate because of the other major stakeholders such as the community surrounding the school, parents and teachers that take part in determining the performance of the pupils. This is especially so in circumstances where principals do not do the teaching work themselves, but have to delegate to the teachers to make decisions concerning the classroom hence being unable to influence learning directly. For instance, according to Darling-Hammond et al (2007), at the classroom level, selection, support, and development of teachers, teaching processes, curriculum selection, and assessment are all factors that have been linked to pupil outcomes.

The lack of association between school outcomes and affective commitment could be due to the fact that affective commitment of an individual principal may not necessarily improve the general performance of the school. Therefore, the principals

who believe that the MoE&S and the DLGA value their contribution, cares about their well-being, listens to and finds solutions to their complaints may be more committed to their jobs, but this commitment may not be transformed into better school performance.

Even though stakeholder participation in the management of the schools has prior been said to be highly affected by the leadership style of the principals, whether they are dictatorial or democratic, this relationship may be found insignificant under some circumstances. If stakeholders are not well aware of their roles in the management of the schools, there most likely will be no impact made on their participation.

4.8 Recommendations

There is need to revise the Organisational Career Development approach. Since the career development approach to improving organisational outcomes has been found effective in several other organisations. For this approach to have no clear outcomes on leadership quality is reason enough to raise a need for improving the career development by changing the process in which it is being done.

A bottom-up approach in designing career development programs will have to be adopted. Principals' views on what kind of career development should be provided will help the Local Government to put in place strategies that best meet the needs of their recipients. In meeting the career development needs of the principals, it is

possible that the skills and abilities of principals to perform better at their jobs will be enhanced hence equipping them to be more able to influence the schools to perform better.

The organisational support offered to principals should be improved so as to help them find a stronger sense of belonging to the Ministry of Education. For instance, formal mentoring relationships that benefit both the mentors and mentees can be created to further foster a sense of belonging and nurture the intrinsic motivation among the principals. For instance, veteran principals, current and prospective principals can come together to decide on what works and what doesn't work for successful schools management in their localities.

Further, consideration of the current contextual career needs of the principals should be taken into consideration when creating organisational career development programs. If the principals are already intrinsically motivated to work and perform well at their jobs, adoption of programs that are more extrinsic in nature will likely influence principals' job performance to transform school outcomes in the future. For instance, since several principals mentioned that they are not paid as employees in other government sub-sectors, revising their salaries to increase the payment for principals who manage well performing schools will more likely stir the principals to ensure better performing schools.

Training programs that are tailored to management practices that befit the current organisational environment of principals need to be offered to both new and long-

serving principals. Most of the principals identified invitations to attend workshops as the most frequent training service offered by the District Administration. However, taking into account the fact that devolution of the primary education sub-sector has come along with the need for financial, administrative and technical skills for the principals' role, requires revised training programs that befit the problem-solving situation that principals find themselves dealing with.

Chapter 5: Conclusion and Limitations of the Study

In this chapter, the limitations that were encountered during the research process have been mentioned and conclusions on this research study are also made.

5.1 Conclusions

This research was carried out to establish the effectiveness of devolution from the organisational career development perspective. With a devolved administrative system came more responsibilities and performance expectations for primary schools principals. Along with increased responsibilities must come ability, knowledge, skills and reward; otherwise, the principals may not be able to shoulder the higher performance challenge faces them.

Therefore, by this research finding that the organisational career development approaches employed have had no relationships with the school outcomes draws questions to the relevance of career development strategies being emphasised by both the MoE&S and the DLGD.

It is also essential to carry out more ground research to provide comprehensive knowledge upon which formulation of innovative OCD strategies that respond to contextual career development needs can be based. This research alone cannot entirely dismiss the impact of the current career development approach, but it is also important to recognize that top-down human resource management policies and

programs may not be specific when tending to solve contextual employee-related challenges. Rather, context-tailored policies and programs will hopefully be more effective since they address specific needs of employees within their socio-economic and financial contexts.

Finally, for improved school performance outcomes, leadership alone cannot be used as a benchmark for determining successful schools. Other school stakeholders and employees, especially teachers and parents must be given attention since they play major roles of bridging the gaps between school leadership and pupils, whose performance quality is usually the ultimate measure of the performance of schools. Moreover, other administrative aspects like financial support given to schools projects and meeting staffing needs of the schools highly influence their performance.

5.2 Limitations

The major setbacks that were encountered in the process of writing this thesis were especially in relation to accessing relevant information to feed into the literature review section. Many researches have already been produced on the matter of organisational career development; nevertheless, contextual information that details the effects of devolution on the career development trends in the African region, and Uganda in particular could hardly be found. Even more, information about the details of career development strategies of the MoE&S and the Local Governments

could hardly be found since most information is kept in hard copies and no major electronic databases that inform the public about the activities of the local governments have been so far created, except the scanty information found on the MoE&S website.

In order to bridge the information gap, researches that have been produced in other regions that are related to the variables being studied in this research were used. Even if the information used was neither from a single source nor an exact fit for the contextual and area specific administrative systems, it was helpful in providing an image of organisational career development systems.

References

- Ahmad, E, et al (2006). *Uganda: Managing more Effective Decentralisation*, International Monetary Fund.
- Alma, H.(2008). *Distributing School Leadership: Developing Tomorrow's Leaders*. Routledge, United Kingdom.
- Arnold, John. *Managing Careers Into The 21St Century*. London: SAGE Publications Ltd, 1997. eBook Collection (EBSCOhost). Web. 15 Oct. 2016.
- Australian Government (2013). *On efficiency and effectiveness: some definitions*. Productivity Commission, Australia.
- Australian Development Agency (2009). *Guidelines for Project and Programme Evaluations*. Austrian Development Agency, Austria.
- Avolio, B. J., & Gibbson, T. C. (1988). Developing transformational leaders: A life span approach. In: J. A. Kanungo, R. N. Kanungo, et al. (Eds.), *Charismatic leadership: The elusive factor in organizational effectiveness* (pp. 276 – 308). San Francisco, CA: Jossey-Bass.
- Babbie, E. (2013). *The Practice of Social Research (13th Edition)*. WADSWORTH CENGAGE Learning, Singapore.
- Bertolino, M, and Truxillo, D. M. (2011). *Age as moderator of the relationship of proactive personality with training motivation, perceived career development from training, and training behavioral intentions*. *Journal of Organizational Behavior J. Organiz. Behav.* 32, 248–263
- Brauckmann, S. and Pashiardis, P. (2011), "Contextual framing for school leadership training", *Journal of Management Development*, Vol. 31 Iss 1 pp. 18 – 33
- Bush, T. 2010. "Leadership Development." In *The Principles of Educational Leadership & Management*. 2nd ed., edited by T. Bush, L. Bell, and D. Middlewood, 112–131. London: Sage. Bush, T., L. Bell, and D. Middlewood, eds. 2010. *The Principles of Educational Leadership and Management*. London: Sage.

Bush, T. and Oduro, G.K.T. (2006). New principals in Africa: Preparation, induction and practice. *Journal of Educational Administration*, 4(4), pp.359–75.

Byrnes, R. M. (1990), ed. *Uganda: A Country Study*. Washington: GPO for the Library of Congress.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Education Act (2008), Republic of Uganda.

Fixsen D. L. et al (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, Florida.

Harris, M (1997). *Human Resource Management: A Practical Approach*. Harcourt Brace & Company, United States of America.

Hill, L.A., Sawatzky, J.A., 2011. Transition into the nurse practitioner role through mentorship. *J. Prof. Nurs.* 27 (3), 161–167.
<http://dx.doi.org/10.1016/j.profnurs.2011.02.004>

Hirsh, W. and Jackson, C. (1996). *Strategies for Career Development: Promise, Practice and Pretence*. The Institute for Employment Studies, UK.

Hookana, H (2011). *Measurement of Effectiveness, Efficiency and Quality in Public Sector Services - Interventionist Empirical Investigations*, University of Turku, School of Economics, Finland.

Human Development Network (2000). *Effective Schools and Teachers Thematic Group: Effective Schooling in Rural Africa Report 3*.

Izhar Oplatka, (2009). *The field of educational administration*. *Journal of Educational Administration*, Vol. 47 Iss 1 pp. 8 – 35

Janesick, V. E. 2010. *Oral History for the Qualitative Researcher. Choreographing the Story*. New York: The Guilford Press.

Joyce, B. and Showers, B. *Student Achievement Through Staff Development*. New York: Longman. 1988.

Kaplan, R. S. and Norton, D. P. (2004). *Strategy Maps: Converting Intangible Assets Into Tangible Outcomes*. Boston, MA: Harvard Business School Press.

Knapp, M. S., Copland, M. A., Plecki, M. L., & Portin, B. S. (2006). *Leading, learning, and leadership support*. Retrieved from <http://www.wallacefoundation.org/SiteCollectionDocuments/WF/Knowledge%20Center/Attachments/PDF/OverviewLeadingLearningandLeadership.pdf>

Mankin, D. (2009). *Human Resource Development*. New York: Oxford University Press.

Marzano, R.J., Waters, T. and McNulty, B.A. (2005), *School Leadership that Works. From Research to Results*, ASCD and MCREL, Alexandria, VA.

Mathis, R L and Jackson, J H (2006). *Human Resource Management* (11th Edition). Thomson West, United States of America.

Mazmanian, D. and Sabatier, P. (1983). *Implementation and Public Policy*. Glenview Scott, Foresman.

Trybou J ., Gemmel P., Pauwels Y., Henninck C. and Clays E. (2014), The impact of organizational support and leader–member exchange on the work related behaviour of nursing professionals: The moderating effect of professional and organizational identification. *Journal of Advanced Nursing*, 70,2, pp. 373–382

Ministry of Education and Sports (2004). *The National Report on the Development of Education in Uganda at the Beginning of the 21st Century*, Ministry of Education and Sports, Uganda.

Ministry of Education and Sports (2013). *Teacher issues in Uganda: A diagnosis for a shared vision on issues and the designing of a feasible, indigenous and effective teachers’ policy*. Ministry of Education and Sports, Uganda.

Ministry of Education and Sports (2001). *The Development of Education in the Last Ten Years*, Ministry of Education and Sports – Uganda.

MoES (2014). *Teacher Issues in Uganda: A shared vision for an effective teachers policy*. UNESCO, Dakar – Senegal.

- Mondy, R. W and Noe R. M (2005). *Human Resource Management* (9th Edition). Pearson Education, Inc., New Jersey.
- Mulford, B (2003). *School Leaders: Changing Roles and Impact on Teacher and School Effectiveness*, Education and Training Policy Division, OECD.
- Muriisa, R. k (2008). *Decentralisation in Uganda: Prospects for Improved Service Delivery*, Council for the Development of Social Science Research in Africa.
- Namukasa, I. and Buye, R. (2007). *Decentralization and Education in Uganda*.
- Oduro G. K. T. *The missing ingredient Head-teacher leadership development in Sub-Saharan Africa*.
- Ramus, C. A. (2002). Encouraging innovative environmental actions: What companies and managers must do. *Journal of World Business*, 37, 151–164.
- Reyes, A. (2006). APA (American Psychological Assoc.) English, F. W. (2006). *Encyclopedia of Educational Leadership and Administration*. Thousand Oaks, Calif: SAGE Publications, Inc. MLA (Modern Language Assoc.) English, Fenwick W. *Encyclopedia Of Educational Leadership And Administration*. Thousand Oaks, Calif: SAGE Publications, Inc, 2006. eBook Collection (EBSCOhost). Web. 17 Oct. 2016.
- Rhoades, L., and Eisenberger, R. (2002), Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87, pp. 698- 714.
- Saito, F. *Decentralization in Uganda: Challenges for the 21st Century*.
- Scott, S. G., and Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of Management Journal*, 37, pp. 580–607.
- Shalley, C. E., Zhou, J., and Oldham, G. R. (2004). The effects of personal and contextual characteristics on creativity: Where should we go from here? *Journal of Management*, 30, pp. 933–958.
- Smith, B. T. (1973). *The Policy Implementation Process*. Elsevier Scientific Publishing Company, Amsterdam.

- Spicer E. D., et al (2014). *Effectively managing headteacher performance*. National College for Teaching and Leadership.
- Steiner, S (2006). Decentralisation in Uganda: *Exploring the Constraints for Poverty Reduction*, German Institute of Global and Area Studies.
- Syngellakis, K and Arudo, E (2006). *Education Sector Policy Overview Paper*, Enable.
- The Wallace Foundation (2007). *Education Leadership: A Bridge to School Reform*. The Wallace Foundation, New York City, USA.
- Uganda Bureau of Statistics (2013). *Uganda National Household Survey*. UBOS, Kampala.
- Ulrich, D. (2014). The future targets or outcomes of HR work: Individuals, organizations and leadership. Human Resource Development International, 17(1), 1-9. <http://dx.doi.org/10.1080/13678868.2013.825144> UNDP-
- Government of Germany (1999). Decentralization: A Sampling of Definitions, UNDP.
- UNESCO (2008), EFA. Global Monitoring Report 2009. Overcoming Inequality: Why Governance Matters, UNESCO: Oxford University Press, Oxford.
- USAID (2005). Review of Implementation of the Decentralization Policy, Management Systems International Uganda.
- Wallace Foundation. (2009, March). Assessing the effectiveness of school leaders: New directions and new processes. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Documents/Assessing-the-Effectiveness-of-School-Leaders.pdf>
- Walton, J (1999). Strategic Human Resource Management. Pearson Education Limited, England.
- Werner, J. M and DeSimone, R. L (2009). Human Resource Development. South-Western Cengage Learning, United States of America.
- Wilson, J P (Ed.) (2001). Human Resource Development. Kogan Page Limited, London.

Winkler, D. R (2003). *Education Decentralization in Africa: A Review of Recent Policy and Practice*, Research Triangle Institute.

World Bank (2015). *Country Development Diagnostics Post-2015*. World Bank.

Zajda J., et al (ed.) (2009). *Decentralization, School-Based Management, and Quality*, Springer.

Zeitlin, A (2011). *Management and motivation in Ugandan primary schools: Impact evaluation final report*, Oxford University.

Zhou, J., & George, J. M. 2001. When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management Journal*, 44, pp. 682–696.

Appendix 1: Letter for admission of data collection

To
The Research Respondent
12th August 2016

Re: Graduate student

Dear Principal,

This is a letter to introduce to you Ms. Dorothy Twerinde who is under my supervision as she writes her Masters' degree thesis. She is a graduate student of Global Master of Public Administration at the Graduate School of Public Administration, Seoul National University. She is passionate about organisational administration, especially public policy making and implementation processes. The information given her through the questionnaire as she collects data to feed into her research will be appreciated.

Yours faithfully,

Prof. Kilkon KO, Ph.D.
Seoul National University



Appendix 2: Research Questionnaire

Social demographics

1. Gender

Male

Female

2. What is the highest academic qualification you have attained so far?

1) Certificate

2) Diploma

3) Bachelor's Degree

4) Master's Degree

5) Ph. D

6) Other: Please specify: -----

3. How long have you been serving as a primary school principal?

4. How long have you been serving as principal with the current school?

Training

5. Have you ever been invited to participate in trainings arranged for principals by the District Service Commission

Yes

No

6. If Yes, please specify what kind of training you have received (e.g
Workshop, Diploma, Undergraduate degree, etc)

7. In accordance with Question No. 6, please tick off every aspect of school administration that was covered during the training:

- General management
- Personnel management
- School governance
- Curriculum management
- School facilities management
- Staff development
- Financial management
- Records management
- Communication
- Pupil-related tasks

8. Thinking only of the training provided to you, please rate how far it has contributed to your being a better principal?

Low contribution-----Neutral-----High contribution

1 2 3 4 5 6 7

Performance assessment

9. How often is your job performance assessed in a single year?

- 1) Annually
- 2) Semi-annually
- 3) Quarterly
- 4) Not sure

10. Using the scale below, please score how often you receive feedback of the result of the job performance assessment?

Very rarely -----Neutral----- Very often

1 2 3 4 5 6 7

11. Using the scale below, please score the relevance of the feedback given on you job performance assessment:

Least relevant ----- Neutral ----- Highly relevant

1 2 3 4 5 6 7

Organisational Support (Please circle the digit that best explains the extent of your belief)

12. I feel appreciated for the effort I put in to complete all the tasks of my job

Strongly agree-----Strongly disagree

1 2 3 4 5 6 7

13. My job-related complaints are usually ignored by the district administration

Strongly agree-----Strongly disagree

1 2 3 4 5 6 7

14. My contribution as a principal is never highly valued to the wellbeing of the primary education sub-sector

Strongly agree-----Strongly disagree

1 2 3 4 5 6 7

15. The Inspector of Schools is always willing to help me in order to ensure I perform my job to the best of my ability

Strongly agree-----Strongly disagree

1 2 3 4 5 6 7

Job performance

16. Using a scale of 1 to 7, please rate how effectively you complete the duties and tasks of your job. *The higher the number means the higher the accuracy; the lower the number means the less the accuracy.*

1 (Least Effectiveness), 4 (Averagely Effective), 7 (Highest Effectiveness)

<i>Least Effective</i>	-----	<i>Average</i>	-----	<i>Highly Effective</i>		
1	2	3	4	5	6	7

S/N	Duty	Score
1	General Management (e.g. leading others to achieve school plans and objectives, delegating work to others)	
2	Personnel Management (e.g. explaining to school personnel the requirements, terms, conditions, and expectations of their jobs; allocating duties and responsibilities to teachers and other school staff, setting up school boards and committees; appraising staff work performance)	
3	Staff development (e.g. regularly observe teachers' performance, advising staff to take up available training opportunities)	
4	Financial management(e.g. obtaining financial grants from the government, preparation of financial statements and balance sheets, ensuring that teachers and other staff are paid)	

5	Records management (e.g. maintenance of an admissions register, maintenance of pupils' school attendance register, preparation of pupils' progressive reports, maintenance of pupils' health records)	
6	Communication (e.g. ensuring circulation of information to relevant authorities such as the DEO, School Management Committee, Parents Teachers' Association)	
7	School governance (e.g. explaining school regulations and procedures to teachers and other staff, mobilizing volunteers from the community to assist to help the school, service as secretary to the School Management Committee)	
8	Curriculum management (e.g. help teachers develop continuous assessment techniques, organise and coordinate both internal and external pupil examinations, arrange co-curricular activities, ensure that teachers prepare schemes of work, check teachers' lesson plans, assist teachers and pupils to have a vision for their future)	
9	Pupil-related tasks (e.g admit pupils to the school, register pupils for Primary Leaving Examinations)	

Affective commitment

17. Using the provided scale of 7 points, please rate the statements according to how meaningful you find them. *Digits 1 and 7 may be used to indicate the lowest and highest meaningful statements, respectively; while digit 4 means is a neutral figure.*

<i>Low -----Average -----High</i>		
1 2 3 4 5 6 7		
<i>S/N</i>	<i>Question</i>	<i>Score</i>
1	I would be very happy to spend the rest of my career within the primary education subsector	
2	I enjoy discussing the school's projects with people outside the school	
3	I really feel as if this school's problems are my own	
4	I think that I could easily become as attached to another sector as I am to the Education sector	
6	I do not feel 'emotionally attached' to this school	
7	My job as a school principal has a great deal of personal meaning for me	
8	I do not feel a strong sense of belonging to the Ministry of Education and Sports	

Leadership style

18. In view of the teachers working with the school, please ***tick*** the statement you find ***true*** or mark ***wrong*** a statement you view to be ***untrue***

<i>S/N</i>	<i>Statement</i>	<i>Tick or Cross</i>
1	Most teachers inherently dislike physical and mental work and will avoid it if possible	
2	The physical and mental work is natural, so most teachers do not dislike work	
3	Teachers exercise self-direction and self-control in order to achieve teaching objectives	
4	Most teachers have to be coerced, controlled, directed and threatened to get them to work towards school goals	
5	Rewards of satisfaction and self-actualization come from the effort to achieve objectives	
6	Most teachers like to be directed, avoid responsibility, are not ambitious and work with the school simply to secure job security	
7	Most teachers accept and seek responsibility from the School Principal	
8	Most teachers have no capacity for imagination and creativity	
9	The intellectual potential of most people is only partially realized	

Teacher turnover rate

19. Which word best describes the rate at which teachers leave the school for other school?

- Very high
- High
- Neither high nor low
- Low
- Very low

20. Please provide a precise explanation for your answer to Question 17

PLE performance and graduation rate

21. Looking at the past years, how do you describe the overall Pupils' performance in the Primary Leaving Examinations (PLE)?

Very Poor

Poor

Fair

Good

Very good

Excellent

22. Considering only last year, please show the number of pupils who attained each of the grades in the Primary Leaving Examinations

	Grade 1	Grade 2	Grade 3	Grade 4	Failure
Categories					
Number of pupils					

23. How would you describe the numerical difference between the number of pupils who are admitted to Primary One and those that graduate primary school level in this school?

Large

Fair

Small

Stakeholder participation

24. On a scale of 1 to 7, please scale the rate at which school stakeholders (such as parents, School Management Committee, Parents Teachers' Association Committee, Local Government Councils, etc.) engage in school management activities

The higher the number means higher the participation; the lower the number means the lower the participation. Digit 4 is the average number.

Very Low	Average				Very High	
1	2	3	4	5	6	7

S/N	Activity	Answer
1	Do school stakeholders readily receive reports from the principal?	
2	Are reports about school projects rarely produced?	
3	Do stakeholders regularly monitor the school projects?	
4	Do most parents stand in cooperation with the principal to solve their grievances?	
5	Is there partnership with the principal to plan for development strategies of the school?	
6	How do you scale stakeholders' responsiveness to the general communications made by the principal?	

Thank you very much for your participation.

국문초록

은통가모에서 초등교육의 성과에 경력개발이 미치는 영향에 관한 연구

Twerinde Dorothy

서울대학교 행정대학원

글로벌행정전공

본 논문은 조직경력개발의 효과성이 학교 리더십의 질적 전환을 통해 학교 성과에 미치는 영향에 관해 연구하였다. 연구의 목적은 조직경력개발 전략이 학교 성과에 영향을 미치는지를 확인하는 것이다.

이 연구에서 분권화된 중앙-지방정부의 관계에서의 교장의 관리적 배경이 강조되었다. 세 가지 주요 변수는 조직경력개발, 학교 리더십의 질, 학교의 성과이다. 이 중 조직경력개발 변수는 훈련, 성과평가, 조직적 지원으로, 이들은 은통가모 지방정부를 비롯한 대부분의 조직에서 측정된 바 있다. 리더십의 질은 학교의 성과에 긍정적인 영향을 미치는 매개 변수로 사용되었다.

자료는 설문조사를 통해 수집하였다. 설문지는 각 학교의 교장들에게 배포되었으며, 회귀분석을 주요 방법론으로 사용하였다. 변수간의 관계는

함의 부분에서 다루어졌다. 본 연구에서 얻은 결론은 조직경력에 관한 기존의 논의와는 일치하지 않았다는 점이 특징이다. 학력, 성별, 경력 등 통제 변수는 설문 응답자들의 배경을 제시하기 위한 목적으로 연구 결과 부분에 포함하였다.

마지막으로, 연구의 한계를 밝힌 후 제언과 결론을 제시하였다. 연구의 한계는 선행연구과정에서 주로 발견되었으며, 이는 맥락적 정보의 희소성과 관련이 있다. 자료 분석 과정에서는 적은 표본 수가 한계로 지적되었다. 마지막으로, 분석결과와 함의를 통해 정책적 제언을 하였다.

주요어: 조직경력개발, 학교 리더십, 교장, 권한이양, 학교 성과

학번: 2015-24452

