

THE IMPACT OF DECENTRALISATION ON TEACHERS' EFFECTIVENESS IN
THE TEACHING-LEARNING PROCESS IN PRIMARY SCHOOLS IN
BUNGOKHO COUNTY, MBALE DISTRICT

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ABSTRACT

The topic of this study was, **“The Impact of Decentralization on Teachers’ effectiveness in the teaching-learning process in the selected primary schools in Bungokho county, Mbale District”**. The need to undertake this study, was the outcry of the stakeholders in Mbale District, over the quality of pupils’ performance. This was evidenced by children who pass PLE, who cannot read and write well in their secondary education.

In order to investigate into this problem, the researcher selected six primary schools for the study through a random sample technique. One school was picked from each of the six subcounties of Bungokho County. 10 pupils were selected through random sampling in the sampled schools. The Chairpersons School Management Committees; 3 parents from the School Management Committee, the Headteachers and all teachers from the selected schools were selected through purposive sampling. The total number of respondents was 245.

The study used interviews, questionnaires, observation and document analysis as instruments to collect data. The findings of the study indicated that decentralisation has had a significant impact on teachers’ effectiveness in the teaching-learning process that influences the academic performance of pupils.

The researcher therefore made some recommendations to benefit the management of primary schools in highlighting the areas of decentralisation that affect teachers’ effectiveness in their teaching programmes.