

CHAPTER ONE

General frame work of the study

1.1 Introduction

The study investigates the effect of manpower management on the student's academic performance in secondary Schools of Central Uganda.

Manpower management is one of the major factors that promote the efficiency the academic performance.

In Uganda the majority of educational institutions receive government aid through the Ministry of Education and Sports. This means that the Ministry supervises these institutions in one way or another. It is a body that issues licenses to schools in order to operate, and every institution must follow the guidelines, rules and regulations issued by the Ministry (Ministry of education and sports Uganda 2004). According to the minimum standards for registering educational institutions in Uganda, each institution of learning to perform well, well trained manpower must be registered. In addition, a conducive environment where education can take place and the necessary scholastic materials are provided to ease the teaching and learning process (Uganda Government, 1996). Indeed, register a secondary school in Uganda it should comply with the following standard:

1. The board of governors or the school management committee.
2. Parent Teachers Association (P.T.A)
3. The school administration
4. Heads of departments

5. The academic, support staff, and

6. The student leadership body

This means in order to operate a secondary school particularly in Uganda, the above named elements must be emphasized and should be in harmony to achieve the institutional goals.

It is important to note that, a good educational institution enhances planning, implementation and follows up the school programmes upon which manpower has a bearing (Leithwood, et al 2004). It is thus really possible that performance of educational institutions, secondary schools inclusive has a great bearing on the existing manpower. This can easily be noticed in secondary schools in Uganda.

Since manpower is one of the key factors, it should be given due regard in school management because what is crucial are the institutional goals for which training institutions particularly for secondary education are set up (Cox, et al, 2003).

Historically, education has been viewed as a single aspect behind human behavior and social development. With the introduction of formal education in Uganda, people started looking for places to serve as learning centers for their children to acquire knowledge and skills (Valerian, 1995). As such, to supplement government efforts, individuals and groups of people and social groups sought to establish educational institutions including secondary schools, no matter the circumstances. Ssekamwa (1971) noted that, "In order to solve the problems of any community, people should go to school because without knowledge and skills, development can not be achieved. Since 1979 many secondary schools have been established. in Uganda central region alone there are about five hundred eighty of them(Uganda education service commission Report 2006).

It is very clear that for any secondary school, manpower should be considered as its first priority. However, because of other goals such as religion, community service, business goals, and sometimes political hindrances manpower management becomes secondary issue in front of the managers. This is possible especially when manpower managers bent on these secondary goals other than the principle goal of “efficiency” in education investment (Prestine et al, 2002).

Although the government of Uganda has put in place rules and regulations which govern man power in educational institutions, there are still loopholes in managing of such people especially in areas such as Uganda and particularly central region. And since it is hoped that performance of such schools totally depend on their manpower, this study seeks to examine the relationship between the two aspects, i.e manpower management and academic performance taking the central region of Uganda as a case study.

1.2 Statement of the Problem

Developing any educational institution, Manpower is very significant and also in promoting student’s academic performance. For any educational institution to move smoothly its manpower must be managed properly. If there is no manpower management in place it means that educational institution does not exist. In most cases manpower management is neglected and taken as a secondary issue in an institution. This means that manpower is not handled appropriately as instituted, and according to the management needs of education and the school system in particular in secondary schools of the central Uganda. This suspicion follows a perceived discrepancy in the students’ performance. At the same time teachers teach them almost the same material, they hold the same credentials and they are paid at the same level. The discrepancy in performance of some secondary schools

in many parts of Uganda including central region, the researcher believes that manpower management in such institutions remains questionable as regards its structure, accountability as well as harmony in executing management rules by the stake holders. This study therefore is out to investigate the effect of manpower management on the academic performance of the schools in question.

1.3 Purpose and objectives of the study

1.3.1 Purpose

The purpose of the study was to examine the effect of manpower management on academic performance in secondary schools of the central region of Uganda.

1.3.2 Objectives

The study tried to pursue the following objectives:

- (i) To investigate manpower management in the secondary schools of the central region of Uganda.
- (ii) To assess the relationship between manpower management and academic performance.
- (iii) To give a clear picture on how manpower is managed in secondary schools of the central Uganda.

1.4 Research questions

The study set out to answer the following research questions:

- (i) What is the criterion employed to acquire manpower in secondary schools of the central region of Uganda?

(ii) What is the relationship between manpower management and academic performance in secondary schools of the central region of Uganda?

1.5 Limits of the study

The study covers the following limits.

1.5.1 Geographical limits

The study was conducted within the geographical boundaries of the central region of Uganda. This is one of the four geographical regions that make up Uganda as a country. Other regions are Northern region, eastern and western regions. It was hoped that data about manpower management of secondary schools in the central would be sufficient and representative.

1.5.2 Content limits

The study investigated the relationship between manpower management and academic performance in the secondary schools of the central region of Uganda. In this respect, the researcher studied the existing manpower management process and assessed its implication on the academic performance of the schools in question.

1.5.3 Time limit:

The study covered the time from 2007. It involved experiences pertaining to the manpower management concept and performance of the secondary schools particularly in academics.

1.6 Significance of the study

It is hoped that the results of this study would:

- (i) Help administrators of Ugandan secondary schools to encourage consensus and teamwork to ensure progress of academic activities putting in mind the economic and social changes in modern life.
- (ii) Help the directors of educational institutions to create a favorable atmosphere and assist their people to develop, internalize and practice the ways that will lead them to effective performance.
- (iii) Help the job seekers to know their rights and the way in which they can acquire teaching posts in the education service of Uganda.
- (iv) Help the ministry of education and sports to carry out consultative studies and build a mechanism through which it can help similar institutions undertake appropriate educational manpower management reforms.

1.7 Definition of the key terms:

- (a) **Manpower:** according to Kerry B, McCornick J, Connors R. (2000) manpower involves individuals and groups in an organization. So, it is all stakeholders such as teachers and leaders who are assigned the task of promoting good academic performance in educational institutions, particularly secondary schools. In this study, the term manpower is used to mean Board of directors, school administration and the teaching staff responsible for the day to day work of educational institutions.

(b) **Management:** this can essentially be looked at as the impact of a system such as the school administration may cause on the performance of the students. Performance here could be in terms of academics or other school programs.

(c) **Academic performance:** Since the primary objective of educational institutions is the acquisition of knowledge and skills by the learners, academic performance is the quality of knowledge, skills, techniques, and positive attitudes, behavior and philosophy that the students achieve or acquire (Farrant,2000) . Good academic performance can be determined by the grades obtained by the learners both in school examinations and external examinations particularly the national examinations. The external examinations may take form of the Uganda Certificate of Education and the Uganda Advanced Certificate of Education examinations administered by UNEB (Uganda National Examinations Board).

(c) **Educational institutions:** these are the places where learning can be achieved, therefore the term educational institutions in the research is used to mean all secondary schools that are established in Uganda, most especially the central region.