

NASIB YUSUF
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FACTORS LIMITING PARTICIPATION OF THE MUSLIM COMMUNITY
IN THE MANAGEMENT OF MUSLIM FOUNDED PRIMARY SCHOOLS
IN TESO SUB REGION, EASTERN UGANDA
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ABSTRACT

This study investigated the factors limiting participation of the Muslim Community in Management of Muslim Founded Schools in Teso Region. The study objectives included; establishing education factors limiting Muslim participation in management of the Muslim founded schools, investigating socio-religious and economic factors limiting Muslim participation in management of Muslim founded primary schools. The researcher used cross-sectional survey design, with a sample of 226. The study employed questionnaires, documentary check list and interview guide. Descriptive and thematic analyses were also used in the study. Findings educational factors revealed that, Muslim communities not being aware of their roles and responsibilities, loss of direction, the use of English during meetings and school functions as limiting factors to the participation of Muslims, Muslim communities have poor attitude towards secular education and that there is shortage of Muslim members with qualifications which are relevant for participation in the management of their schools. Findings on economic factors also indicated that some members within the Muslim communities fear to invest in education, they are more on agricultural activities, Witch-craft work and many would rather prefer business to participating in the education sector. Furthermore socio-religious factors revealed that lack of support from the Muslim leadership, political situations, polygamous responsibilities, the low numbers of Muslims in the region and early marriages are linked to limiting members' participation in management of Muslim founded schools. The study recommended the development of a strategic plan to encourage and support Muslims to join the education sector in the region. It also recommended the Muslim community to hold meetings regularly, with a view to monitor and encourage attendance by Muslim leaders. It was further recommended that there is a need for more efforts in the School and "madrasah" development plans within the country to support Islamic education, since the Islamic aspects of identity in the Muslim world continue to influence societies within the country. Also Muslims require extensive exposure to other methods of school management as well as having an action plan of encouraging and sponsoring Muslim students from the region to join teaching colleges so that they can come back and serve their community by participating in the management of these primary schools.

