



**FACTORS AFFECTING THE SUCCESSFUL IMPLEMENTATION OF UNIVERSAL  
SECONDARY EDUCATION (USE) IN SEMBABULE DISTRICT-UGANDA**

**BY**

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**DECLARATION**

I AUGUSTUS MWANJE hereby declare that this dissertation is an outcome of my own effort; it has never been submitted to any institution of higher learning for academic award.

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**APPROVAL**

This is to certify that this research report presented by Augustus Mwanje entitled “**FACTORS AFFECTING THE SUCCESSFUL IMPLEMENTATION OF UNIVERSAL SECONDARY EDUCATION (USE) IN SSEMBABULE DISTRICT - UGANDA**” has been produced under our supervision and it is now ready for submission to UGANDA MANAGEMENT INSTITUTE with our approval.

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## ACRONYMS

For this study the following shall be taken to assume the following operational meanings

**AIDS:** Acquired Immune deficiency Syndrome

**COU:** Church of Uganda

**EFA:** Education for All

**EPRC:** Economic Policy Research Centre

**ESSP:** Education Sector Strategic plan

**HIV:** Human Immune deficiency Virus

**MDGS:** Millennium Development Goals

**NAPE:** National Assessment of Progress in Education

**NCDC:** National Curriculum Development Centre

**PPP:** Public private partnership

**PTC:** Primary teachers' college

**SESEMAT:** Secondary Education Science and Mathematics Teachers

**SMART:** Simple, measurable, achievable, real & time bound

**SPSS:** One of computer packages that enable calculations

**UACE:** Uganda Advanced Certificate OF Education

**UCE:** Uganda Certificate of Education

**UGX:** Uganda Shilling

**UMI:** Uganda Management Institute

**UN:** United Nations

**UNEB:** Uganda National Examinations Board

**UNESCO:** United Nations Educational, Scientific and, Cultural Organization.

**UPE:** Universal Primary Education

**UPOLET:** Universal Post “O” Level Education and Training

**USA:** United States of America

**USE:** Universal Secondary Education

**WHO:** World Health Organization



## **ABSTRACT**

Majorly; this study was set to investigate whether school, learner and teacher related factors significantly affected success in implementation of Universal Secondary Education in Ssembabule district. Proper guidelines, high annual budgetary allocations from the government and a critical focus from various stakeholders had been directed towards the program over time (since year 2007), but the outcomes continued to be bad overall. A triangulation of both qualitative and quantitative methods was used in the study. This study was a cross sectional survey, where data was collected using both opened and closed questionnaires. The questionnaires were administered to learners, teachers, head-teachers and parents. The study was mainly conducted in 10(ten) selected secondary schools in the district, seven were the pure government USE schools and the 3(three) were private secondary schools but in partnership with government in implementation of the USE program. Only learners of senior four classes (S.4) were used as well as parents/guardians who had children in the S.4 class. These were identified to have had enough experience concerning the program. The quantitative data collected was analyzed using SPSS package and thematic analysis was used for qualitative data. Findings of the study showed that apart from competence of the teacher and school rules and regulations all the other six items of the instrument significantly affected USE activities; so they negatively and badly impacted on the Universal Secondary Education program in Ssembabule district.

After a thorough analysis of all the responses, among the recommendations included were: Government should ensure priority and special emphasis in funding secondary education is placed on inspection, where monitoring and evaluation must strictly be upheld and enforced. There was need to revive the inspectorate in the ministry of education. Government should reconsider rhyming relevant policies to the recommendations and requirements by UNESCO

("government to cater for all learning needs"), for example a critical policy on feeding participants was discovered wanting. Primary health care one of the crucial elements of a healthy body which in turn was considered a corner stone of a good education system could not be enforced especially where children went hungry daily; children should be given lunch. The existence of boarding schools alongside the USE system was discovered to be a very big disadvantage to USE; it would therefore be better that all boarding schools are abolished or made private so that all government facilities are turned to the sub-county schools (USE).

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Introduction**

This chapter covers the back ground to the study, the statement of the problem, the general objective, the specific objectives of the study, the hypotheses, the scope of the study, the significance, the justification and operational definition of terms and concepts.

The study was a cross sectional survey where the researcher examined factors that undermined the successful implementation of Universal Secondary Education (USE) program in Ssembabule District – Uganda. <http://en.wikipedia.org>.

In a nut-shell, there are factors which affected the day to day operations of school activities in USE implementation, but these had not been given that due consideration for being serious threats to the program. These factors were hypothesized to have a serious repetitive but silent negative impact on the teaching learning process in USE schools in this study; and therefore were assumed to significantly affect the policy as a whole.

The factors that affected the day to day operations of school activities were conceived as the independent variable while successful implementation of the program was conceived as the dependent variable.

The factors which affected the day to day operations of the USE program in Ssembabule included: School related factors (facilitation, curriculum arrangement, and school rules/regulations); Learner related factors (proximity, lunch at school and culture) and Teacher related factors (close supervision, attitude and competence). While successful implementation of

the program was measured in form of full time physical presence of a learner on activities; the completion rate of USE cycle, as well as the pass rate at Uganda certificate of education (UCE) level.

## **1.2. Background to the Study**

### **1.2.1. Historical Background to the Study**

At one of the Millennium summits in Dakar – Senegal, by UNESCO, Education for all Global Monitoring Report 2008. [www.cfr.org](http://www.cfr.org). One of the largest gatherings of the world leaders on education in history adopted a United Nations (UN) millennium declaration, committing their nations to a new global partnership to reduce extreme illiteracy and setting out a series of time-bound targets with a deadline of 2015 that became to be known as the 8 Millennium Development Goals. Of these, goal number two was to achieve Universal Primary Education – the mother of Universal Secondary Education.

The education for all report 2008- Wikipedia the free encyclopedia, reveal that around the 1980's, worldwide, over 72 million children were discovered not to be attending primary school. That also hundreds of millions of additional children would not continue on to secondary school or would be deprived of a quality education. So, a free quality education is one of the single most powerful tools that was discovered would help fix the above problems, help populations around the world break out of poverty, increase economic opportunities promote healthy lifestyles as well as reduce risks to diseases.

Accordingly, the report adds that the crisis of out- of- school youth then was particularly acute among girls and other vulnerable populations , including orphans, refugees, and children with disabilities . It had been proved that parents faced multiple barriers to educating their children

including: extreme poverty, high school fees, child labor, conflicts, loss of parents due to HIV/AIDS and other preventable diseases. For those fortunate enough accessed education of very poor quality, so few options existed for them to continue to secondary school.

So the coming in of Universal education as asserted by the EFA global monitoring report 6<sup>th</sup> edition 2008 commissioned by UNESCO (2007); with it a number of countries are expected to have made substantial progress in the area of education in the recent years, at least in these seven years of USE in Uganda. Well the elimination of school fees for children here in Uganda and elsewhere say in Kenya, Tanzania and many others is significant. This has also caused increased enrolment here and by millions globally. The report asserts such developments have linked parental incentives with those children, making them more likely to attend and stay in school. That also developed countries such as the United Kingdom and the Netherlands have stepped up provision of long-term funding for countries with good national educational plans. That way, innovative programs have reached girls in the extremely poor, remote areas who otherwise would not have got the opportunity to learn. Educational programs are operating in conflict and post-conflict settings in places such as Afghanistan, Iraq, Colombia and Sudan giving hope and stability to children living in those chaotic and unpredictable environments. However at what significance level are such developments progressing here in Uganda and in particular Ssembabule district? The major remarkable development to support USE recurrent issues in Ssembabule in this study was the provision of UGX = 41.000 as capitation grant per child per term since year 2007. It was said the grant regularly delayed to reach the schools' bank accounts if it did not disappear completely for some academic terms. Well also text books, laboratory apparatus, and new classrooms were proved had been provided.

In Uganda, USE started in the year 2007; of course the arrangement was by the government in compliance to the global obligation and commitment of governments to education for all (EFA) by the year 2015. The minister of education and sports report (Uganda) at placement of S.5 class/PTCs/Technical institutions for year 2013 confirmed this.

From the World book Wikipedia free encyclopedia, the EFA global monitoring report 2008, confirmed that the international community collaborative efforts involving the United Nations Educational, scientific and cultural organization (UNESCO); and many other agencies; institutions and various governments had earlier come to conclusions and collective commitments to dramatically expand educational opportunities for children, the youth and adults due to the critical situation in education especially in most developing countries during the 1980s including Uganda.

For example, it is said participants at the world education forum in Dakar, Senegal(year 2000), endorsed a comprehensive vision of education, anchored in human rights, affirming the importance of learning at all ages and emphasizing the need for special measures to reach the poorest, most vulnerable and most disadvantaged groups in society.

The above forum followed a world conference on education by UNESCO (March 1990) Jomtien Thailand where participants adopted the world declaration of “education for all” (EFA) and a “frame work for action” in which they pledged among other things, to provide universal accesses to primary schools by the year 2000 this conference followed the 1989 UN convention on the rights of the child.

All in all, basing on citations above, there are major objectives and obligations that derive from international declarations and commitments which were to be met by all governments committed

to implementing EFA and these included: To ensure universal inclusion ,To ensure adult and young literacy by 2015 ,To ensure quality education ,To ensure gender parity ,To ensure early school care ,To cater for all learning needs. So the question for this study: As we approached the year 2015 how far were Uganda's and in particular Ssembabule district's position in achievement of the objectives for education for all?

Further, Uganda was discovered has had education sector strategic plans, the most recent being (ESSP) 2004-2015. The major purpose of the plan was found to be "to guide the ministry of education in fulfilling its mission in education, which was mainly to support, guide, co-ordinate and promote quality education and sports to all persons in Uganda for National integration; individual and National development "(ESSP 2004-2015 Page one). It succeeded the education strategic investment plan (ESIP) of 1998- 2003.

The ESSP 2004-2015 page 2 cited the government white paper on education 1992. This was said to be the basis of official policy of education in Uganda. Meanwhile, it was said that some of the programs under the document have been revised to match intervening events; the white paper's articulation of the purposes of Uganda's education system continued to be the supreme guiding document for the sector. Its aims were to promote citizenship; moral, ethical and spiritual values; promote scientific, technical and cultural knowledge, skills and attitudes; eradicate illiteracy and equip individuals with basic skills and knowledge and with the ability to contribute to the building of an integrated self-sustaining and independent national economy".

The above matched very well with the millennium development goals and all international requirements so far, especially regarding the aim of having achieved and attained a status as Uganda which is pleasing and most desired by the year 2015 especially in the areas of education and gender balance.

However on the ground, discovered was Post primary education is categorized into two major systems; the universal secondary education and, the non universal secondary education system. These were further categorized into schools run purely on private basis, public and others purely government aided- (public private partnership or PPP). This way it must be noted that interest and objectives of parties involved differed and differed significantly.

For purposes of this study, the above just mentioned scenario was discovered to have caused a big disparity in the system which also determined the overall type of products of education in Uganda. For example entering USE schools was found mandatory free and very open at whatever level of entry so long as one had finished, and had sat for the PLE of UNEB, scored the required aggregate mark of 4 to 28. This policy was discovered to disregard factors that determined quality secondary education. For the non-USE schools, they used the same products of the Primary Leaving Examination (PLE) for admissions, but did serious screening and sealing of their intake. As well, after admitting the learners, this category reserved the freedom to charge fees which the policy strictly prohibited in USE, this also was discovered exaggerated the issue of the disparity. This therefore raised equity issues; as well distortion of the universal inclusion element if one considered the vulnerable population in this under developed part of the world.

### **1.2.2. Theoretical Back ground**

This study was based on the Herzberg's theory of motivators and hygiene factors; Mind tools (2014).[http://www.community page](http://www.communitypage.com). Motivational theories were proved to provide a tool for a psychological feature that aroused an organism to action towards a desired goal, caused controls and sustained certain goal directed behaviors. Herzberg concluded that approaches to motivation included: - physiological, behavioral, cognitive and social. He said Motivation is said to be rooted in a basic need to minimize physical pain and maximize pleasure.



The Herzberg's theory of motivators and hygiene factors (Herzberg 1959). Wikipedia, the free encyclopedia, was identified to be very crucial in underpinning the relationship between factors that affected school activities in USE schools and the program outcomes. Since Herzberg theory of motivators and hygiene factors manifest in people attitudes; Herzberg's contribution and findings were discovered very appropriate in explaining underlying core factors of poor outcomes in learning and staff working habits in USE schools of Sembabule district.

"Herzberg (1959), constructed a two dimensional paradigm of factors affecting people's attitudes" Maria K. Barifaijo et al page 35 (2010). "He concluded that such factors including: company policy, supervision, inter personal relations, working conditions, were hygiene factors at a place of work. That the absence of hygiene factors created dissatisfaction.", With USE in Sembabule discovered was that: very minimal inspection if any was done in schools, the teacher was technically absent from school, government funding of UGX = 41.000 for recurrent needs to the program was quite wanting, majority children went hungry everyday at school, culture was not friendly to education, the school rules were harsh, archaic and badly hated by the learner. In short it was discovered there was complete absence of hygiene factors, and therefore, the scenario must have caused: the consistent high absenteeism rate in the schools, negativity of attitude of teachers and learners towards work, and too the rampant drop out of schools.

Further, Herzberg "determined from data that motivators were elements that enriched a person's job. He found five factors in particular that were strong determinants of satisfaction namely: Achievement, Recognition, The work itself, Responsibility and Advancement –EPRC 2014.

Satisfaction at a place work was associated with long-term positive effects in performance. Apparently for USE in Sembabule it was discovered, teaching and learning without lunch was the order of the day; children walked long distances daily to and fro; inspection was nonexistent;

there was none incentive to the teacher other than a salary; the teaching had since remained abstract (not significantly connected to people lives or hopes) and both the learner and teacher lacked real facilitation. Therefore; psychological, behavioral, cognitive, and social disorders were eminent factors discovered combining as critical underlying drivers of teachers' and learner negative responses towards program activities. Note should be taken Herzberg concluded hygiene factors can never act a direct opposite of motivators and vice versa.

Therefore, the Herzberg theory of motivators and the hygiene factors critically analyzed could not be left unmentioned in this complex case of USE in Sembabule -Uganda where apparently outcomes were discovered worrying.

### **1.2.3. The Conceptual Background**

The dependent variable of the study comprised and was hinged on full time presence of the learner at station in other words permanent participation (USE Policy document 2007) (not absent); Learner completion of the cycle referring to start S1 and complete S4 as well as pass all the taught subjects with a credit 6 – be automatically promoted to S5 (UPOLET). By Oxford dictionaries 2010, completion meant the act or a process of finishing something.

On the other side, the factors which directly impacted on (USE) included: School related factors: Facilitation (Oxford Advanced Learners Dictionary 2010) this focused on provision of enablers or equipment to aid teaching and learning in laboratories, libraries, and classrooms. Curriculum (///C: curriculum.htm) which referred to a set of the subjects or lessons taught in the schools and for that course of the four to six years. Also, School rules and regulations (Oxford Advanced Learners Dictionary 2010) which meant the daily dos and don'ts at each station in any given particular situation.

Learner related factors: Walking for hours daily (Oxford Advanced Learner’s Dictionary 2010) focused on risks/vulnerability open to the learner from home to school daily. Lunch (<http://en.wikipedia.org/wiki/Lunch>) which dwelt on a meal at mid-day which was supposed to be warm and received daily. About Culture (<https://www.tamu.edu/Culture>) it was the symbol of identity of the people, say way of dressing, food, behavior.

Teacher related factors: Supervision ([www.merriam-webster.com/Supervision](http://www.merriam-webster.com/Supervision)) focused on “be” watchful to see that the supervisee does everything correctly, safely and perfectly according to instructions. Attitude (<https://en.wikipedia.org/wiki/Attitude>) referred to Moods of the people, where Eagly and Chaiken referred to moods as ranging from extreme negative to extreme positive and could be Explicit as well as Implicit but confirmed was that both conditions affected behavior accordingly. Finally Competency (Oxford Advanced Learner’s Dictionary 2010) Meant having enough skill or knowledge and ability to do something well.

### **1.3. Statement of the Problem**

It is imperative that quality teaching and learning is given priority for the education system to mutually benefit the citizens of a country; the ESSP 2004 – 2015 of Uganda confirms this. If such quality is not realized, then that system is rendered meaningless.

By UNESCO, the EFA program launched in the 1990s was specifically aimed at seeing implementing governments: ensure universal inclusion, ensure adult and young literacy by 2015, ensure provision of quality education, ensure gender parity, ensuring early school care, and all learning needs to be well catered for by government.

However, whereas it was discovered that appropriate infrastructure and structures had been put in place by government to ensure that children learn effectively (Education took position three of

Uganda's budget). Facilities including libraries, laboratories, equipments and chemicals were fully stocked in all USE schools; capitation grants released periodically, a policy document in place to guide operations since year 2007; teachers recruited and paid accordingly, and enrollment per school had actually risen very high.

At the end of the day, absenteeism, dropout rate by S.4 level, attitude to studying and teaching, and the pass rate at S.4 level in USE were all proved to be worse and at worrying stages in Sembabule district. The situation was deplorable, "The phenomenon had caused a general dissatisfaction with the program" to all respondents; locally developing a slogan "BONA BAKONE" (a system for failures in short). Therefore considering the 8 (eight) years of existence , experiences, devotion, and commitment, from central government since year 2007, a great need for serious interventions and change was called for otherwise , as was found the program was only headed to doom.

#### **1.4. Purpose of the Study**

Majorly; this study was set to investigate whether school, learner and teacher related factors significantly affected the successful implementation of the USE program in Sembabule district.

#### **1.5. Specific Objectives**

- i) To establish the factors that silently affected the teaching and learning in USE schools in Sembabule district.
- ii) Examine whether learner, school and teacher related factors significantly affected the successful implementation of the USE program in Sembabule district.
- iii) To state the impact learner, school and teacher related factors inflicted on the USE program in Sembabule district and the policy in general.

## **1.6. Research Questions**

- i) What were the factors that silently affected the successful implementation of the USE program in Ssembabule district?
- ii) To what extent did school related factors, Learner related factors and teacher related factors affect the implementation of the USE program in Ssembabule district?
- iii) What was the impact inflicted by school, learner and teacher related factors on the implementation of the USE program and the policy in general?

## **1.7. Hypotheses of the study**

- i) That school, learner and teacher related factors silently affected the teaching and learning most in Ssembabule district.
- ii) School related factors (poor facilitation, curriculum arrangement, school rules/ regulations); Learner related factors (proximity, lunch at school, culture) and teacher related factors (close supervision, attitude and competence); significantly affected the implementation of the USE program in Ssembabule district.
- iii) That it was school, learner and teacher related factors that led the negative attitude of teachers and learners leading to rampant absenteeism, serious drop outs, and all half hazard developments

## **1.8. Scope of the study**

This study was carried out in ten schools. All the seven government aided secondary schools and three private but implementing USE in the district were considered. The period covered for this study included, from time of inception of the USE program to date, (year 2007 to 2012).

This is the period the policy has been in action and the researcher felt that reflection on all that information would richly facilitate this study.

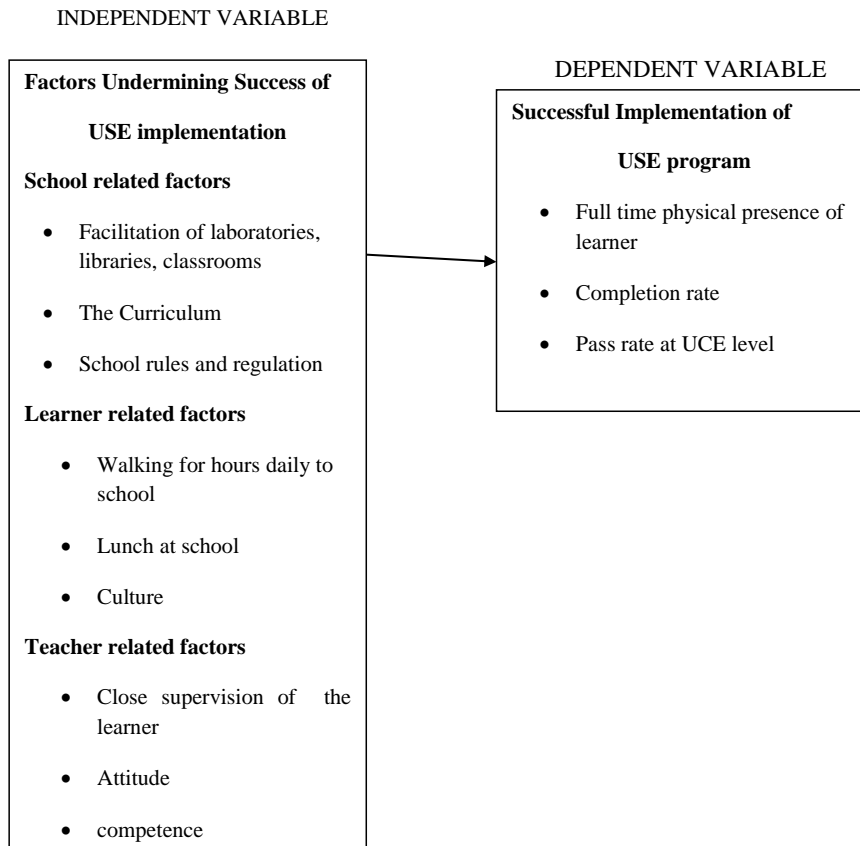
### **1.9. Significance of the study**

The researcher believed that this study would benefit the following people and institutions: The policy makers in Government, Ministry of education in particular, it was hoped that the research would add a voice to the issue of highlighting the gaps that existed within the USE program. This would probably help in making adjustments for improvements where necessary aimed at addressing certain concerns within the program.

To school boards of Governors it was hoped would be an eye opener to the effect that by hinting onto gaps it was to sound an alarm to warrant critical and urgent interventions towards strategies for better management of the system and USE schools at large?

To the parents / guardians and all interested others, there was hope to assist in furthering the knowledge and awareness of stake holder responsibilities and obligations towards implementation of USE for better strategies and action in future.

### 1.10. Conceptual Framework



**Figure 1: The Conceptual Framework**

**Source:** The research was based on UNESCO publications on Education for All (EFA) by 2015, in particular “EDUCATION FOR ALL GLOBAL MONITORING REPORT 2008”, Paris, France. (In conjunction with “Policy and Operational Arrangements for Implementation of Universal Secondary Education in Uganda” 2007)

### 1.11. Operational Definitions of Key Terms

The following terms and concepts shall be taken to assume the operational meanings as below:-

**Access:** Freedom and ability to enter and take part or become an active member of the system.

**Accomplishment:** Work done and the objectives satisfactorily achieved.

**Attendance:** physical presence of a person to fully take part in the activity.

**Close:** Intimate, friendly, ever willing to assist and take remedial action in case of difficulty.

**Core:** Inevitable or a central point of rotation which cannot be avoided or done away with.

**Culture:** Generally accepted way of behavior/living practiced by the people. It includes way of dressing, feeding, and language which has been in action for quite a long time.

**Disparity:** The two are completely different or not connected at all

**Effectiveness:** Success in meeting objectives of the program.

**Equity:** everyone is treated equally, no discrimination.

**Facilitation:** Provision of enablers to make any action easier and possible

**Facilities:** Tools and materials to be used on a daily basis by the learner they include: - books, pens, pencils, mathematical set, school bag, school uniform, laboratory equipments.

**Free:** No single unit of any currency/ money is to be spent by the customer or client to get the service

**Infrastructure:** Physical facilities like classrooms, libraries, laboratories, latrines, staffroom, offices.



**Learner:** A person in a classroom to be taught, trained, directed, corrected, physically, academically, morally, spiritually, and be led generally in acquiring new behavior.

**Lunch:** A meal especially one which is warm and is taken during mid day time every day.

**Policy:** law or the official guide lines to follow in education.

**Proximity:** The distance walked daily from home to school and back.

**Quality:** Failure to, or meeting the objectives or expectations in learning in a school.

**Supervision:** Critically observe activities of a learner to correct, directed and guide him/her to desired behavior.

**Teacher:** A person older in years, skills and rank who is constantly in charge of a learner to oversee, teach, correct, direct and evaluate a learner aimed at change of behavior.

## **CHAPTER TWO**

### **LITERATURE REVIEW:**

#### **2.1. Introduction**

Mugenda and Mugenda (1999) contend that literature review involves the systematic identification; location and analysis of documents containing information related to the problem being investigated. In this chapter therefore considered was the existing literature about USE implementation. In particular the literature reviewed is in line with the selected variables under the headings of: Introduction, theoretical review, progress reports on USE, factors affecting USE and a summary.

#### **2.2. Theoretical Review**

##### **2.2.1. Herzberg's Theory of motivators and hygiene factors**

Wikipedia the free encyclopedia provided a Herzberg construct: that motivation intended to influence behavior of individuals was rooted basically in minimizing physical pain and maximizing pleasure (Herzberg 1959). For this study therefore; Attitude of teachers and learners discovered to be major determining factor of behavior in teaching and learning was discovered to be badly affected by factors accruing from lack of motivation of key stakeholders as well as the absence of the hygiene factors (enabling environment). Herzberg concluded that, Achievement, recognition, work itself, responsibility and advancement were motivators. That also an appropriate program policy, close supervision, working conditions, and healthy relations were to create satisfaction in teaching and learning; a malfunction of both above conditions combined was associated with the long term negative effects towards work in schools. Majorly, affected

included: preparation, teaching, attendance, doing assignments, co-curricular activities, Passing examinations, retention and other related tasks.

### **2.2.2. Policy and Operational arrangements**

“ The 8<sup>th</sup> Education for All UNESCO monitoring report of 2000”; in conjunction with the “Policy and Operational Arrangements for Implementation of Universal Secondary Education” (USE) in Uganda 2007; Reveal that USE is a policy with an international attachment, it was initially implemented in Uganda beginning year 2007. The policy operational arrangements for implementation as a motivational document, clearly spells out the roles, responsibilities and obligations of the various stake holders. These include:

### **2.2.3. Government as stake holder**

Accordingly; from USE Policy document 2007, Major among stake holders, the Government of Uganda was to ensure sourcing for and appropriately funding the program, ensure successful implementation of the program through policy guidance, monitoring and evaluation, formulate and put other related/appropriate policies in place to support the program, provide and appropriately remunerate the work force, administer schools as well as provide the infrastructure, however the only release (capitation) was UGX= 41.000 per child per school term to facilitate all recurrent school activities since year 2007. Given the inflationary rate, poverty, corruption and other factors like the ministry of finance releasing funds to schools only in quarters while schools operated in terms; clearly testified the level of de-motivation to the USE program by government. Note should be taken that on average the survey indicated that a non USE child at same level paid a minimum of UGX = 500.000 for same services the same period.

#### **2.2.4. Parent/Guardian as stake holder**

The USE Policy 2007; gave the Parent/Guardian a role among others to ensure that eligible children under school age are registered and those enrolled into school are made to stay in school by providing for their welfare, for example provide lunch, uniforms, stationery and medical care. This was to facilitate the completion of the UCE level and advancement to the next which is advanced secondary (UPOLET) or a skills course of one's choice. However many families were found headed by children themselves, many other children lived with peasant widow mothers, while some lucky ones lived in homes with siblings of five to ten. Implying that facilitation at that level was virtually nonexistent or the hardest to be given or received

#### **2.2.5. Local Government as stake holder**

The USE Policy 2007; other category was the local governments and teachers; the later to act as the technical wing in education, while local government was chief general controller. These were expected to stay full time at the localities and in schools respectively. The major role for both was that of playing a key overall oversight function and to gather, organize and ensure availability /imparting of quality knowledge, skills, information, and expertise for the benefit of the learner. It was a first priority role of the local leaders and teachers to closely supervise the activities of the USE program, do the enforcement of the relevant law; carry out evaluation, as well as do the first appropriate and accurate reporting on the individual participant and the program as a whole. But this report statics indicated that 70.9% teacher's attitude was negative towards work. This meant almost nothing was done especially by the teacher, while local government leaders were virtually discovered distant from the school locations.

### **2.2.6. Development Partners**

Development partners included donor countries and organizations. The policy and operational arrangements document of Uganda is silent about the category. However [www.efareport.unesco.org](http://www.efareport.unesco.org), The EFA Global Monitoring Report page 9; reported that from the more developed world, “during the 2005 Gleneagles summit, G8 countries announced a US\$50 billion in official development aid for all developing countries by 2010, including US\$25 billion to Africa”. This aid was directed towards running Education for all programs; this is said was to play a very crucial role in form of sponsorship, funding and donation requirements including technical assistance to see the smooth take off and later success of the program. Development partners were said to be the source of research, they developed initial guiding principles, developed policy guidelines and formulated the overall objectives. To mention a few agents; this category included the UN, UNESCO, the World Bank, countries like USA, Netherlands, Britain and Western Europe in general. But, the real contribution of this category is rarely and insignificantly brought to the surface.

### **2.2.7. USE is international policy**

Accordingly USE is a program with a strong international attachment. “Education for all –An international concern” ([http://www. the free encyclopedia](http://www.the-free-encyclopedia.com)). This would therefore act as a major motivator in itself, however the politicization of the program locally. Many refer to USE locally as “bonna bakone”, meaning where products are half baked. This and other un countered conditions water down all the little good in the program leading to negative thinking and dealing with the program with a negative attitude which had greatly impacted on participants.

### **2.2.8. Population / numbers**

Six years down the road of implementation of the USE program, Statistics indicate that the number of schools implementing the USE program in Uganda totaled up to approximately  $\frac{3}{4}$  of the number of schools in Uganda. Therefore; Note should be taken that in Uganda majority of secondary schools and children of secondary going age were under the USE program so USE carried the majority of learners of secondary education . The implication was that more resources for the sector ought to be directed towards this for fairness. But the reality was that a USE child was allocated UGX = 41.000 for an academic term, while the average fees charged for a non USE learner went beyond UGX = 500.000, this meant that compared to the other, a USE learner was taught using 8.2% of resources available to the non USE. This was thought to widen that gap as well emphasize the fact that the USE baptism of “bonna bakone” was not misplaced.

### **2.2.9. National assessment of progress in education (NAPE)**

2.2.9.1\_NAPE Report 2012, a Report by Uganda National Examinations Board (UNEB) the supreme examining body in Uganda. A summary of this report whose title was: The Achievement of Senior Two Students in Uganda in Mathematics, English Language and Biology. The three subjects were among the core subjects on a secondary school curriculum in Uganda, the survey was said to have been carried out in 524 secondary schools in Uganda. Selected from among all the 112 districts of Uganda had the following to offer below:

#### **2.2.9.2. Overall level of achievement:**

It was discovered that the proficiency level stood at 48% in English language, 43.3% in Mathematics and 17.7 in Biology Nationally, which is low. Reasons for selection of the three subjects among the many were not given, however the fact that such results reflect the general trend of Education in Uganda cannot be contested. Causes advanced for such low levels of achievements included : High student enrollments, teaching which focuses on cramming rather than learning competencies, low order thinking skills emphasized in teaching rather than high order, inadequacy of assessment skills among the teachers, failure to adhere to the national curriculum from NCDC, limited variety of reading materials, teaching in an abstract manner rather than using the environment, shortage of qualified teachers, inadequate practice, teaching too much theoretically, no skills development generally. This therefore emphasizes the trend of the education in Uganda.

#### **2.2.9.3. Report on status of schools and achievement**

The report ranked the USE schools to be worst among the categories of secondary schools regarding achievement in Uganda. That is: non USE government schools performed best, private schools next and USE schools the worst.

#### **2.2.9.4. Period of assessment**

The report gave a range of assessed years from 2008-2012 (NAPE report 2012 page 9). “There has been a remarkable decline in the percentage of students rated proficient in the three subjects,

over the years 2008-2012. Between 2010 and 2011 the reduction in performance in English language was not substantial. However, between 2011 and 2012, there was a substantial decline of about 18 points. In Mathematics there was improved performance from that of year 2011 with the proportion of students' rated proficiency going up a bit by about 5 points. On the other hand, the performance in Biology had continued to decline as was the case between 2011 and 2012 when it dropped by 10 points from 30.4% to 19.6%. Year (2012) Biology registered a reduction of at least 2 points in the proportion of students rated proficient". So the trend is decline year after year.

#### **2.2.10. Minister of education and sports pronouncement on progress of education**

Maj. Rtd Alupo Jesca Rose Epel at the closing ceremony of the selection /placement exercise for senior five, primary teachers colleges and technical institutions on Friday 15/02/2013 to secondary schools head teachers said: "It is important we continue to remind you the accomplishments of Uganda in the field of education since 1990's has been tremendous. The most remarkable of these achievements include the fulfillment of Millennium Development Goals (MDGS) and Education for All (EFA) goals by providing increased access to equitable quality education through UPE, USE and now UPOLET. Today you are selecting the second group of UPOLET beneficiaries of the program and I thank you for a job well done."

#### **2.2.10.1. UCE performance 2012**

"It is pleasing to note that the completion rates of both male and female candidates are the same for 2012 as compared to the past years when the dropout rate for girls was significantly high before sitting the examination. Female candidates who appeared for the examination were 124,957, this means that 47.51% of total candidature and 97.77% of registered females. While



the male candidates who sat were 138,030, that is a total of (52.49%) of the registered candidates. We continue to thank the government for the USE program that has enabled many otherwise, disadvantaged children, who would not have managed to reach General Certificate of Education (UCE) level. Positive however the core objective?

#### **2.2.10.2. Overall performance**

“Performance of candidates in 2012 has dropped, as compared to that of 2011, although the significant difference is low. The candidates who passed in division one dropped from 8.5 percent in 2011 to 7.2 percent in 2012. Indeed the decline in performance leaves a lot to be desired despite the government’s effort to improve the quality of educational institutions in various ways.”

#### **2.2.10.3 “Performance in Mathematics and Science subjects *continues to be poor*:**

This is attributed to concentration on theoretical teaching with little emphasis on practical experience leading to problems in manipulation of apparatus, etc. In spite of the government’s effort to enhance practical teaching through the SESEMAT program we note with dismay the lack of / inadequate Utilization of laboratory chemicals and apparatus. The laboratories have been turned into stores other than rooms for science practical. The case in point chemistry, Physics, and Biology which are the most worrying as seen by the candidates inability to demonstrate the basic competencies of interpretation and analysis, to mention but a few. The non-use of these facilities results in lack of practice by the candidates. This has affected the performance in the sciences in general.” This should be noted to be the general trend of education in Uganda currently, and the minister left no solution mentioned.

**2.2.11. Senior 5 intakes 2012 and 2013 a major indicator of drop out of school:**

In Ssembabule district the statistics for entry into S.5 class for the last two years against S.4 output, reflects the following: (Note should be taken that at least all the picked schools were declared UPOLET since academic year 2011 (ministry of Education Uganda Guidelines document for UPOLET 2010), meaning that it is automatic for each candidate to join S.5 after UCE on government sponsorship (free education).

**Table 1: Table Showing Dropout Rate at UCE level in Ssembabule district**

SCHOOL	YEAR OF UCE	NUMBER OF CANDIDATES IN S.4 CLASS	NUMBER ADMITTED TO S.5	% ADMITTED	% Dropout
Ssembabule COU Ss	2011	108	28	25.9	74.1
	2012	84	18	21.4	78.6
Mateete Comp.Seed	2011	161	63	39.1	60.9
	2012	111	30	27.0	73
St. Charles Lwebitakuli Ss	2011	106	16	0.1	99.9
	2012	95	11	0.1	99.9
Kawanda C/U SS	2011	78	00	00	100
	2012	62	05	8.0	92
Lwemiyaga SS	2011	30	00	00	100
	2012	48	08	16.7	83.3
St.Anne's Ntuusi SS	2011	72	06	8.3	91.7
	2012	92	03	3.2	96.8
Mawogola High SS	2011	92	48	52.2	47.8
	2012	81	32	39.5	60.5

Source: Field based Data

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### **2.3. A focus on the factors:**

#### **2.3.1. School related factors: (www. the free encyclopedia)**

#### **2.3.2. Facilitation**

By Oxford Advanced Learners Dictionary (2010); facilitation is provision of enablers/to make an action or process possible or easier. For this study, Facilities include tools and materials that directly aid the day to day learning like the Library, the laboratories, classrooms (contents), the exercise books, pens, pencils, mathematical sets. These are said to be inevitable if learning and teaching are to effectively take place on a daily basis. However, research, reports and observations are indicated already with the inset of USE; classrooms, laboratories, libraries were all overwhelmingly suffocated due to Overpopulation, as well parents/guardians appeared no longer within the means to Sufficiently provide requirements to their school going children due to wide spread poverty, big numbers of dependants, child headed families and the high fertility rate in the country. Therefore, this situation reflected that enablers did not genuinely support the system of USE any more.

#### **2.3.3. Curriculum arrangement.**

World facts book (education africa.htm) the free encyclopedia; revealed that in Uganda, traditional education of children was informal and the curriculum was centered at the needs of society of the time. Core elements of the curriculum were also centered on survival techniques of the time. The main curricular areas were hunting, apprenticeship, fruit gathering, cultural rites for various age groups and occurrences such as death and famine.

Years 1900 – 1925 the Missionaries started organization of education procedures. They set up educational centers in various regions. Their target was to introduce skills in writing, reading and

counting. The first beneficiaries of the system are believed were sons of the local chiefs who were taught religion in addition to the general curriculum.

From 1925 – 1962 the colonial government set up a department of Education mainly meant to centralize and monitor funding to education. It is said that before the formation of the department of education four commissions had been in charge of educational issues in Uganda. The commissions were put up mainly to iron out the differences among missionary groups that were providing education. The four commissions included: The Phelps – Stokes commission; Education ordinance of 1924; the colonial office advisory committee and the advisory committee on African education. Curriculum at the time was service and Agriculture based. Farm schools were opened at Bukalasa for the central and south regions; and also at Serere for the Far East and North. Also post primary technical schools were set up. Graduates of the time were teachers, clerks and office messengers of various cadres. The administration of schools was entirely in the hands of colonial masters.

Post – colonial era, beginning 1973 saw the establishment of a formal body to take care of curricular issues in Uganda in the title of National Curriculum Development Centre (NCDC). This is charged with planning, designing, and developing curricular at all levels of education since then. Close examination indicates that the curriculum at all levels has remained the same and a continuation of the colonial system since, even with the establishment of NCDC.

Though major innovative programs had been registered which included: Universal primary education started 1997, Universal secondary education started 2007, Affirmative action for special categories started 1994, Special needs education (1996-1997), Private sponsorship in public universities (1994), pioneered at Makerere University.

What exactly were the new changes in the structure of the curriculum of the country? What new content, what were the unique goals for our education system besides those set during the colonial era, had NCDC developed any new methodology since or no evaluation had been done at all since the traditional times? Finally if all was progressing well, was the curriculum still relevant to the needs of the time? The obvious was that the curriculum of 1900 served effectively a population of Uganda which was a mere 5.158.000, and if by 2012 Uganda had a population of approximately 35.873.253 (the world Fact book-Uganda from Wikipedia, the free encyclopedia. htm) , minus great structural changes on an educational curriculum, then the curriculum had gone stale. Prominent Men like Nelson Manderu said; “Education was the most powerful weapon which you can use to change the world, and Education was at the heart of all the work we do.” So if the Curriculum was a tool that Education employed to function normally; Then the curriculum ought to be relevant in order to render the education system relevant and to be motivational to participants.

#### **2.3.4. School rules and regulations**

By Macmillan Essential Dictionary 2000, A rule is, “a statement that explains what you can or cannot do in a particular situation,” Each school had these dos and don'ts, but school rules appeared a duplication of one another through the schools, more restrictive, traditional, not client friendly and more protective of author interests than guiding principles for learning and self reflection on the side of the learner. Ssembabule COU SS as a sample had the following to offer:“English is the official medium of communication throughout the day; Obedience is expected from every student towards the Head-teacher, his deputies, teachers, prefects and employees of the lower cadre; Every student must compulsorily attend class; Loitering on the school campus is prohibited; Attendance of prayers of a student's registered religious

denomination is compulsory; Gambling of any kind is prohibited; Alcohol and narcotic drugs are strictly forbidden-any breach of that leads to immediate expulsion; Every student is expected to attend to all school functions and assemblies; All students are expected to be in full school uniform daily; Leaving the school campus during the school time without written permission from the teacher on duty is strictly forbidden; Smoking is strictly not allowed; Stealing of any nature is prohibited; Violence of any nature is insolence to any member of staff or prefect body and use of foul language is forbidden; School furniture and other school property may be moved only under the direction of a member of staff; Home work is mandatory; Treating /straightening of hair with hot comb , dyeing, wearing ear pins/ earrings etc is prohibited; Teasing leads to expulsion; Mobile phones , cameras and small radios are not accepted to be owned by students when at school; Any of the above rules and regulations violated may lead to immediate suspension or dismissal from the school. Every child had to obligatory read, understand, sign, and take on the rules without any compromise.

## **2.4. Teacher related factors**

### **2.4.1. Attitude**

From [G:/Attitude.htm](#). the free encyclopedia, attitude was found to be a commonly applied vocabulary in every sector of life but an ultimately hypothetical construct that cannot be observed directly; So a term so subtle though, in a lay man's language scholars said that it referred to the distinct concept of moods and one synonymous with teenage rebellion. In other words, attitude was a positive or negative evaluation of people, objects, event, activities, and ideas or just about anything in your environment.

Eagly and S Chaiken (1993). Psychology of attitudes defined attitude as “a psychological tendency that was expressed by evaluating a particular entity with some degree of favor or

disfavor”. This definition allowed for one’s evaluation to vary from extremely negative to extremely positive , but also admitted that people could also be conflicted or ambivalent towards an object meaning that they might at different times express both positive and negative attitude toward the same object. What was emphasized was that sometimes attitudes were explicit – that is; deliberately formed or Implicit (subconscious). What is true is that implicit and explicit attitudes seemed to affect people’s behavior and in different ways.

Other psychologists, the types of Jung 1921 – 1971 defined attitude as “readiness of the psyche to act or react in a certain way”, of course either positively or negatively.

With regard to teaching and learning, the researcher found a high degree of success or failure of a program like USE in case attitude was regarded one of the critical determinants of performance that required critical treatment.

#### **2.4.2. Competence**

The Oxford Advanced learner’s dictionary (2010) defined competence as: “Having enough skill or knowledge and ability to do something well. Also it could be doing something to the necessary standard”. For example, technical competency (<https://en.wikipedia.org/wiki/Competence>) may refer to the power an organization, person or anything like an office has to deal with something. In this case one could talk about a highly confident and competent teacher – being a personality that had the knowledge and skills needed or required for imparting that knowledge to the learner / another person with less knowledge.

## 2.5. Supervision

[The](#) oxford advanced learner' dictionary\_(2010), [regard](#) the term [to be](#) a noun that comes from the verb to supervise, meaning to be in charge of somebody or something to make sure that the supervisee did everything correctly, safely, perfectly and according to instructions. [It](#) is a term synonymous with: management, direction, administration, regulation, command, control, care, custody, guardianship and guidance. Supervision was coded a critical factor in teaching and learning.

## 2.6. Learner related factors

### 2.6.1. Culture [//G:/Culture definition.htm](#) [the free encyclopedia](#):

[R](#)eferred to cumulative deposits of knowledge, experiences, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts about the universe and material objects and possessions acquired by a group of people in the course of generations through individual and group striving. Culture became life itself and a symbol of identity; Ssembabule is a district dominated by predominantly nomadic cattle keepers and a few peasants. The dominant and most valued habit was found to be that Man is inseparable from cattle. All life round during good times and hardships alike; lack of water and grass [was discovered to be](#) the most worrying factor. The most important activity of the people [was](#) to look for sources of water and grass no matter where at what cost and how much time [was](#) spent to reach the source.

### 2.6.2. Walking long distances daily (Risks, Attractions, Time wasted, Energy used)

#### 2.6.2.1. Risks:

[//G:/Risk-Wikipedia, the free encyclopedia.htm](#), [defined](#) Risk as a potential of loss (an undesirable outcome,) resulting from a given action, activity or inaction. The notion implies that



a choice having an influence on the outcome sometimes exists (or existed). Potential losses themselves may also be called "risks". Any human endeavor is said to carry some risk, but some are much riskier than others. The case in point is, the more the continuous movements a child to and fro school, the greater the risk or the richer the ground for causing risks to happen.

From the same source risk can also be defined as: A probability or threat of damage, injury, liability, loss, or any other negative occurrence that is caused by external or internal vulnerabilities, and that may be avoided through preemptive action; For example a financial risk, can be a probability that an actual return on an investment will be lower than the expected return, ( that negative effect to a certain magnitude); For insurance: A situation where the probability of a variable (such as burning down of a building or that the whole generation of learners will fail examinations) is known but when the mode of occurrence or the actual value of the occurrence (whether the fire will occur at a particular property) is not known. A risk is not an uncertainty (where neither the probability nor the mode of occurrence is known), rather it is a peril (cause of loss), or a hazard (something that makes the occurrence of a peril more likely or more severe);

#### **2.6.2.2 . Time:**

///G:/Time-Wikipedia, the free encyclopedia; is a dimension in which [events can be put to order](#) from the past through the present into the future, and also the measure of durations of events and the intervals between them. Time [is said for](#) long [has](#) been a major subject of study in religion, philosophy, and science, but defining it in a manner applicable to all fields has consistently eluded scholars. Nevertheless, diverse fields incorporate some notion of time into their respective measuring systems. Some simple, relatively uncontroversial definitions of time include "time is what clocks measure" and "time is what keeps everything from happening at once" e.g. one

learner arrives early and another late on the same day, say early morning and another late afternoon.

Prominent philosophers hold a view that time is part of the fundamental structure of the universe—, in which events occur in sequence. Sir Isaac Newton subscribed to this realist view, and hence it is sometimes referred to as Newtonian time. The other view is that *time* does not refer to any kind of "container" a tradition of Gottfried Leibniz and Immanuel Kant, it holds that *time* is neither an event nor a thing, and thus is not itself measurable nor can it be travelled.

So the concept of time being so un clear, brings up a conclusion that it is a resource denied presence among the others that determine performance, it is normally disregarded as critical, time lost in most cases is not thought about yet the effects of such are normally reflected in results.

**Energy:** [///G:/-Wikipedia, the free encyclopedia](#);

The word *energy* derives from a Greek word *energeia* which is said appeared for the first time in the work of Aristotle in the 4th century BCE. *Energeia* means "activity or operation".

In physics, it is said to be an indirectly observed quantity which comes in many forms, such as kinetic energy, potential energy, radiant energy, and many others. This extract will only give an overview of its major aspects. Energy is always an indispensable prerequisite for performing mechanical work, and the concept has great importance in natural science. The natural basic units in which energy is measured are those used for mechanical work—"the joule"—which is equivalent to a unit of force multiplied by a unit of length. Other equivalent units for energy are mass units multiplied by velocity units squared.

The concept of energy emerged out of the idea of *vis viva* (living force), which Gottfried Leibniz defined as the product of the mass of an object and its velocity squared; he believed that total *vis viva* was conserved. To account for slowing due to friction, Leibniz theorized that thermal energy consisted of the random motion of the constituent parts of matter, a view shared by Isaac Newton although it took more than a century until this was generally accepted.

In 1807, Thomas Young was possibly the first to use the term "energy" instead of *vis viva*, in its modern sense. Gustave – Gaspard Coriolis described "kinetic energy" in 1829 in its modern sense, and in 1853, William Rankine coined the term "potential energy."

The law of conservation of energy was first postulated in the early 19th century, and applies to any isolated system. According to Noether's theorem, the conservation of energy is a consequence of the fact that the laws of physics do not change over time. Since 1918 it has been known that the law of conservation of energy is the direct mathematical consequence of the translation symmetry of the quantity conjugate to energy, namely time.

It was argued for some years whether energy was a substance (the caloric) or merely a physical quantity, such as momentum. In 1845 James Prescott Joule discovered the link between mechanical work and the generation of heat. This led to the theory of conservation of energy, and development of the first law of thermodynamics.

Finally, William Thomson (Lord Kelvin) amalgamated these many discoveries into the laws of thermodynamics which aided the rapid development of explanations of chemical processes by Rudolf Clausius, Josiah Willard Gibbs and Walther Nernst. It also led to a mathematical formulation of the concept of entropy by Clausius and to the introduction of laws of radiant energy by Jozef Stefan

During a 1961 lecture<sup>1</sup> for undergraduate students at the Californian Institute of Technology, Richard Feynman, a celebrated physics teacher and Nobel Laureate, said this about the concept of energy:

There is a fact, or if you wish, a *law*, governing all natural phenomena that are known to date. There is no known exception to this law—it is exact so far as we know. The law is called the conservation of energy. It states that there is a certain quantity, which we call energy that does not change in manifold changes which nature undergoes. That is a most abstract idea, because it is a mathematical principle; it says that there is a numerical quantity which does not change when something happens. It is not a description of a mechanism, or anything concrete; it is just a strange fact that we can calculate some number and when we finish watching nature go through her tricks and calculate the number again, it is the same.

In the context of chemistry, energy is an attribute of a substance as a consequence of its atomic, molecular or aggregate structure. Since a chemical transformation is accompanied by a change in one or more of these kinds of structure, it is invariably accompanied by an increase or decrease of energy of the substances involved. Some energy is transferred between the surroundings and the reactants of the reaction in the form of heat or light;

In, biology energy is an attribute of all biological systems from the biosphere to the smallest living organism. Within an organism sugars, lipids, and proteins, release energy when reacted with oxygen in respiration. In human terms, the human equivalent (H-e) (Human energy conversion) indicates, for a given amount of energy expenditure, the relative quantity of energy needed for human metabolism, assuming an average human energy expenditure of 12,500kJ per day and a basal metabolic rate of 80 watts. For example, if our bodies run (on average) at 80 watts, then a light bulb running at 100 watts is running at 1.25 human equivalents ( $100 \div 80$ ) i.e.

1.25 H-e. For a difficult task of only a few seconds' duration, a person can put out thousands of watts, many times the 746 watts in one official horsepower. For tasks lasting a few minutes, a fit human can generate perhaps 1,000 watts. For an activity that must be sustained for an hour, output drops to around 300; for an activity kept up all day, 150 watts is about it is responsible for growth and development of a biological cell or an organelle of a biological organism. Energy is thus often said to be stored by cells in the structures of molecules of substances such as carbohydrates (including the maximum. The human equivalent assists understanding of energy flows in physical and biological systems by expressing energy

### **2.6.3. A meal at mid day**

/// Wikipedia the free encyclopedia illustrates a meal at mid day as great and indispensable.

A meal at mid day commonly known as “lunch” has been discovered by nutritionists to be quite vital for learning especially in schools and therefore one of the critical ingredients that determine the quality of education and development. It is believed beyond reasonable doubt that micronutrient deficiencies negatively affect school performance; hunger leads to lack of attention; childhood malnutrition causes late school enrollment; and nutrition and childhood health are important determinants of academic achievements. Nutrition a cornerstone of Good health derive from obtaining meals and therefore minus taking a meal it automatically means absence of nutrition or “ZERO” nutrition and thus automatic ill or poor health.

In addition Primary health care (PHC) is an area that cannot be left out this study. PHC is defined as the first level of contact between the individual and the health systems. It is a critical element to this study due to its relation to: (i) Promotion of food supply and proper nutrition; (ii)

immunization, prevention and control against local endemic diseases; (iii) education about prevailing health problems and the methods of preventing and controlling these problems.

Basic requirements for a sound PHC are: Appropriateness, Availability, Adequacy, Accessibility, Acceptability, Affordability, Assess ability, Accountability, Completeness, Comprehensiveness, and finally Continuity.

PHC is a core policy for the World Health Organization (WHO), (Alma- Ata Declaration 1978, a policy mainly to help the most disadvantaged populations with a major aim of promoting health, so why it is not yet given the due emphasis in the case of USE in Uganda yet Uganda subscribes to WHO is the other question yet to be answered.

However, it is on record that Reasons for slow progress in promoting PHC especially in schools generally include: Insufficient political commitment and will; The continuing low status accorded to the USE system; Slow socio-economic development; Difficulty in achieving inter sect oral action for health; and the Unbalanced distribution of resources.

Scholars conclude that health is the complete, physical, mental and social well being of an individual, and its statistics only measure morbidity (sickness) and mortality (death), therefore healthy populations live longer, are more productive, save more and health increases human potentialities of all kinds more so education and learning. This also implies that health is an asset individuals must possess (fundamental human right). To note more of its intrinsic value, in particular in education, health lowers absenteeism rates and improves learning among school children. Technically in early childhood development it is in particular a critical element for the cognitive, emotional and physical progress of individuals.

## **2.7. Summary**

The literature review attempted to illustrate the importance played by a theoretical dimension under the topics listed: and the variables under study in the implementation of universal secondary education. Enlightening and hinting on various concepts, theories, gaps, shortfalls, meanings and back ground, related to USE by sighted different researchers, reports and scholars.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Introduction**

This chapter outlines the detailed methodology that was used in the collection of data. It highlighted the research design, study population, sample size, and selection, sampling methods and procedure, data collection methods and data collection instruments, target population, data analysis and presentation.

#### **3.1. Research Design**

According to Amin (2005) a study design is defined as a plan for carrying out a research project. This was a cross sectional study where the researcher employed both qualitative and quantitative approaches. Questionnaires were basically used and majorly based on for the results. In addition interviews, documentary evidence, observation were used.

The quantitative approach was used to analyze data using tables with frequencies and percentages. A chi – square test was done to test the null hypothesis. Also the descriptive which presented the qualitative was used to describe and draw conclusions on the findings according to the objectives. .

#### **3.2. Accessible Population:**

The study was conducted in 10 (ten) Secondary schools. These were the schools implementing the USE program in Ssembabule district. The 7 fully government aided secondary schools implementing USE were used for this study for purposes of avoiding any biases and to enrich the



survey. The other 3 (three) schools selected were private but implementing USE, these were selected by simple random sampling which according to Sekaran (2000), leads to least bias. The district had 7 sub-counties; all the sub counties were covered. Only S.4 class was considered for selection of participants from this category.

**Table 2: Showing the sub counties in Ssembabule District and the government aided schools found there**

SUB COUNTY	SCHOOL
SSEMBABULE TOWN COUNCIL	A
MIJWALA	B
LUGUSHURU	C
MATEETE	D
LWEBITAKULI	E
NTUUSI	F
LWEMİYAGA	G
SCHOOL 1	H
SCHOOL 2	I
SCHOOL 3	J

Source: Field based data

### 3.3. Study Population

A study population is a group of individuals from which samples can be drawn for measurement. The study population for this study included the following categories, namely: 800 Learners, 200 teachers, 10 head-teachers, 80 parents. The target schools included: Ssembabule COU SS, Kawanda C/U SS, Uganda Martyrs SS Ssembabule, Lwebitakuli SS, Mateete seed

comprehensive SS, Mawogola High SS, St. Anne’s Ntuusi SS, Lwemiyaga SS and three other schools purposively selected from among the private but USE implementing schools.

**3.4. Sample size and selection:**

Sample size (Morgan and Krejcie 1970), adopted from Amin 2005. The study population included both government and private aided schools but all under the implementation of USE program in Ssembabule district. All the 10 head-teachers of the sampled schools were considered, 260 learners, 66 parents and 97 teachers.

**Table 3: Table showing sample selection**

CATEGORY	ACCESSIBLE POPULATION	SAMPLE	SAMPLING TECHNIQUE
Head-teachers	10	10	Census
Learners	800	260	Purposive
Parents	80	66	Purposive
Teachers	130	97	Simple random sampling

Source: Krejcie, Robert V, Morgan, Daryle W table for determining Sample size.

**3.5. Sampling methods and procedure:**

**3.5.1. Selection of Schools:**

Ssembabule district is made up of 7 (seven) sub-counties and each of them has a government Aided school implementing USE. All the 7 fully government aided schools implementing USE were considered for the study plus other 3 (three) privately owned but implementing USE. The three schools were selected using purposive sampling method for convenience and obtaining the required sample at sport since the population was expected to vary significantly at different

stations. The schools were tagged with letters A,B,C,D,E,F,G,H,I,J, for anonymity and ethical considerations.

### **3.5.2. Selection of Head teachers**

All the head teachers of the 10 selected schools were chosen for the study because of the central and strategic role this category plays in the implementation of Universal Secondary Education. Their considered opinions, views, inputs, expertise and technical experience were expected to contribute quite vital information to this research

### **3.5.3. Selection of parents**

Parents were purposively selected basing on the 10 stations/ schools studied. Using Morgan and Krejcie table a sample of 66 was used; the researcher followed up this category to their homes after a simple interview with selected members from each station. The interview provided information regarding sex, proximity, vulnerability of a corresponding learner and reduction on chances of failure to hit the target.

### **3.5.4. Selection of Teachers**

The assumption was that each of the USE implementing school in the district had on average 13 permanent teachers on staff, yielding a target population of 130 teachers. Using Morgan and Krejcie table 10 secondary schools implementing USE provided a sample of 97. 10 teachers per school participated in the study. The teachers were purposively selected from each of the schools to form the sample that catered for gender, qualification, and a given experience preferences.

### **3.5.5. Selection of learners**

Each of the schools surveyed had a target population of 80 learners in the S.4 class, for this study. The target population was 800. Using the Morgan and Krejcie table to determine the sample size yielded a sample of 260. It was therefore 26 learners from each class that took part in the study. The category was selected by stratified random sampling to specifically cater for gender, proximity and vulnerability.

## **3.6. Data Collection Methods**

### **3.6.1. Questionnaire Survey tool**

Questionnaires were used in gathering quantitative data from learners, teachers, parents and head teachers. The questionnaires consisted of close ended questions. The selection of this instrument on these categories of respondents was advantageous because it eased the burden of interacting on a basis of one by one respondent which would be resource wasteful both in terms of time and money.

This method was the best to use in getting instant information from the mentioned category on contact by filling a “tick” to the appropriate response say, agree, strongly agree, disagree, and strongly disagree.

### **3.6.2. Guided Interviews**

The researcher used face to face interviews with the learners, parents, teachers and Head teachers to capture special opinions of the categories. The parents were found at purposively selected homes within the district and learners, teachers and head teachers at the respective schools. The meetings were strategically organized to capture the category for the purpose. For parents (inside

one's house) this was the most effective way of getting in touch and capturing information from the category in order to avoiding biases and due influences.

### **3.6.3. Documentary Review**

Using this method the researcher acquired information from documentary evidence that supported the implementation of the USE program including : Class registers of S.4 class, UNEB mark sheets for the most recent past four years, Teachers' arrival/departure registers and admission book 2010 per school. It was census method that applied for the review.

### **3.6.4. Observation check list**

This is a method the researcher employed to capture certain aspects of data in the field like arrival time of staff and learners, what happens on arrival, between arrival and departure time, at lunch time; infrastructure that is in place to support USE programs including: libraries, laboratories, sanitary facilities, classrooms and sanitation. Also movements, activities and behaviors at given periods of time were observed.

## **3.7. Data collection Instruments**

### **3.7.1. Questionnaires**

Questionnaires were used in gathering quantitative data from teachers, head teachers, parents and learners. The questionnaires consisted of open and close ended questions to which respondents provided answers (Bell 1990). The selection of this instrument on these categories of respondents was advantageous because it eased the burden of interacting on a one after one basis which would be resource wasteful especially in terms of time. Also it was easy to maximize response rate and accuracy.

### **3.7.2. Interview Guide**

Open ended questions were used in collecting qualitative data from head teachers, parents and learners. The interviews were conducted face to face with the respondents.

### **3.7.3. Observation Check list**

With this method, the researcher was able to observe / analyze aspects showing implementation of USE like daily attendance, records of arrival and departure of staff and learners. Also observation of teacher/learner behavior at other critical moments, say lunch hour, games, lesson start and end was done on selected stations/day(s). One full day was devoted to selected stations for the purpose.

### **3.7.4. Documentary Review Guide**

## **3.8. Reliability and validity**

### **3.8.1. Reliability**

For reliability of the instruments the researcher relied on internal consistence. Change of terms and vocabulary to suit a particular category was employed but content of items to all categories remained the same searching for a particular idea following the same order.

### **3.8.2. Validity**

This enable the researcher to get information from documentary evidence to enrich data like: School attendance registers for each S.4 class, UNEB Mark Sheets (at least 4 past consecutive years), for each school studied, Arrival/departure register for staff for each school.

According to Mugenda and Mugenda (1999), validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To establish the

validity of the instruments, each item in the instruments was assessed in relation to the objectives of the study to ensure that they measured what is required. The research supervisors together with fellow participants were of great assistance in testing validity.

### **3.9. Procedure of Data Collection**

The researcher submitted a proposal to Uganda Management Institute (UMI) for a proposal defense after clearance from the supervisors. A letter of introduction was secured from the head of programs which was taken to the field and in particular to the various stations for carrying out the studies. The researcher physically administered all research instruments to all respondents at a time and instrument after the other. All instruments were personally distributed and collected on spot, no assistants were employed.

### **3.10. Data Analysis**

Processing the data was done using the SPSS package for data analysis. This is because the research was qualitative and quantitative. Thematic analysis was used for qualitative data from interview guides where as descriptive statistics was used for quantitative data from administered questionnaires. The responses to each particular group's questionnaire, interview, observations and documentary analysis was categorized, edited, summarized and recorded.

Results were checked for uniformity, accuracy, and consistence and presented in form of tables, pie charts and statements.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0. Introduction

In this chapter the researcher presented results of the study, including a summary of the responses, the analysis and interpretation of the findings of the study.

For purposes of organization, clarity and systematic discussion of the findings; the chapter has been categorized into: Demographic description of the categories of respondents and schools; a summary of responses for each category, Description responses for each category and Presentation of the research findings.

#### 4.1. Demographic Description of the categories of Respondents and Schools

Ten secondary schools, ten head-teachers, sixty six parents, two hundred sixty learners and ninety seven teachers took part in the study out of the twelve secondary schools implementing the USE program in Ssembabule district. Below are the details of the selection and demographic characteristics of respondents. The schools were categorized as: A, B, C, D, E, F, G, H, I, J, for confidentiality purposes.

Information regarding the respondents considered in this study is reflected in the following tables:



**Table 4: Demographic Description of Categories**

Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	25	9.7	9.7	9.7
	B	26	10.1	10.1	19.8
	C	26	10.1	10.1	29.8
	D	26	10.1	10.1	39.9
	E	26	10.1	10.1	50.0
	F	26	10.1	10.1	60.1
	G	26	10.1	10.1	70.2
	H	25	9.7	9.7	79.8
	I	26	10.1	10.1	89.9
	J	26	10.1	10.1	100.0
	Total	258	100.0	100.0	

Source: Primary response based data

#### **4.1.1. Presentation of Research Findings**

The presentation of findings in the study was done in accordance with the objectives and research questions earlier on drawn in chapter one. The objectives of the study were as follows:

To establish the factors that silently affected the teaching and learning in USE schools in Ssembabule district. Examine whether learner, school and teacher related factors significantly

affected the successful implementation of the USE program in the district. Also to state the impact the factors inflicted on the program and the policy in general.

The research questions were as follows: what were the factors that silently affected the successful implementation of the USE program in Ssembabule district? To what extent did the above factors affect the implementation of the USE program in Ssembabule district? And what was the impact of school, learner and teacher related factors on the implementation of the USE in Sembabule district and the policy in general?

Information from Learners, Teachers, Head-teachers and Parents was obtained using questionnaires, interview schedules, observation and documentary reviews basing on nine variables namely: facilitation of the teacher and the learner; the curriculum offered at schools, functionality of the school rules and regulations, going to school daily without taking lunch, walking for long hours daily, culture of the community of the learner, close supervision of the learner; the teacher's competence as well as the teacher's attitude towards work.

#### **4.1.2. Presentation of Analysis of Responses**

To obtain information from all the categories (Learners, Teachers, Head Teachers and Parents) a four likert scale questionnaire was designed with Strongly Agree, Agree, Strongly Disagree and Disagree. The instrument had 9 items set in a positive laden manner. The findings were summarized in terms of frequencies and percentages and are presented as follows:

### 4.1.3. Analysis of Parents/Guardians Responses

**Table 5: Summary of Parents/ Guardians Responses.**

#### Frequencies (Parents)

Statistics

		Absenteeism	School rules and regulations	Curriculum	Facilitation	Distance	Lunch
N	Valid	61	61	61	61	61	61
	Missing	5	5	5	5	5	5

Statistics

		Culture	Teacher attitude	Teacher competence	Close supervision
N	Valid	61	61	61	61
	Missing	5	5	5	5

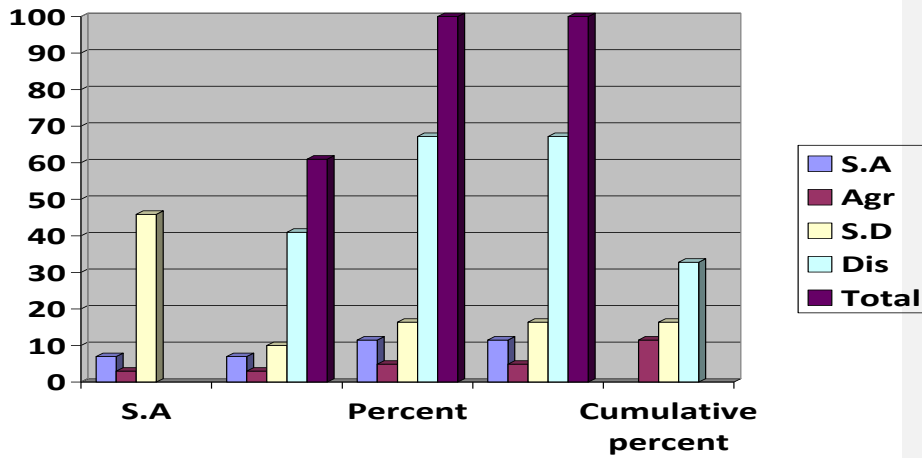
Source: Primary response based data

#### Frequency Table (Parents)

Absenteeism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	48	78.7	78.7	78.7
	Agree	13	21.3	21.3	100.0
	Strongly disagree	00	0.0	0.0	100.0
	Disagree	00	0.0	0.0	100.0
	Total	61	100.0	100.0	
Missing		05	7.6		
Total		66	100.0		

**Figure 2: illustrates level of absenteeism**



Source: Table showing responses to absenteeism

About absenteeism the parents at 48(78.8%), supported by 13(21.3%) 100.0% proved that the vice was quite rampant. Meaning children did not attend to school activities it was the order of the day. There was no deviant.

School rules and regulations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	8	13.1	13.1	13.1
Agree	37	60.7	60.7	73.8
Strongly disagree	1	1.6	1.6	75.4
Disagree	15	24.6	24.6	100.0
Total	61	100.0	100.0	

About school rules and regulations 37(60.7%) of parents agreed with the opinion, strongly supported by 8(13.1%) meaning a total of 73.8% believed the rules had affected the program.

15(24.6%) disagreed, supported by 1(13.1%) who strongly disagreed, making a total of 37.7% deviation.

Curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	6	9.8	9.8	9.8
agree	13	21.3	21.3	31.1
strongly disagree	0	0.0	0.0	31.1
disagree	42	68.9	68.9	100.0
Total	61	100.0	100.0	

When asked whether the Curriculum offered to the learners was relevant to the people, parents at 42(68.9%) disagreed, meaning 68.9% rejected the hypothesis, while 13(21.3%) plus 6(9.8%) total<sup>ing</sup> to 30.3% said the curriculum was okay.

Facilitation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	28	45.9	45.9	45.9
agree	20	32.8	32.8	78.7
strongly disagree	10	16.4	16.4	95.1
disagree	3	4.9	4.9	100.0
Total	61	100.0	100.0	

Regarding facilitation of teachers and learner, 28(45.9%) strongly agreed with the idea that lacking facilities contributed positively to inefficiencies in USE, where 20(32.8%) supported that opinion, meaning that a total of 78.7% supported and agreed with the idea that failure to facilitate the teacher and the learner negatively affected USE. The 10(16.4%) strongly disagree, supported by 3 (4.9) making a total of 21.3% deviation.

Distance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	7	11.5	11.5	11.5
agree	3	4.9	4.9	16.4
strongly disagree	10	16.4	16.4	32.8
disagree	41	67.2	67.2	100.0
Total	61	100.0	100.0	

About walking long distances the research indicated that 41(67.2%) disagreed with the idea that the habit affected presence of learners at school, these were strongly supported by 10(16.4%) meaning a total of 83.6% said walking long distances daily did not affect attendance to school in USE; so only 07(11.5%), plus 3(4.9%) supported the idea that walking daily long distances affected attendance to USE school activities (16.4%).

Lunch

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	16	26.2	26.2	26.2
agree	14	23	23	49.2
strongly disagree	1	1.6	1.6	50.8
disagree	30	49.2	49.2	100.0
Total	61	100.0	100.0	

Concerning Missing Lunch or a day meal, 30(49.2%) of the parents believed that participants in USE did not go hungry while at school so they did not escape, this group was supported by

1(1.6%) making a total of 50.8% in disagreement of missing lunch and escapism from school; While 14(26.2%) strongly agreed with the idea of missing lunch and escapism supported by 14(23%), meaning 49.2% agreed with missing lunch causing escapism from USE schools in Ssembabule district.

Culture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	20	32.8	32.8	32.8
agree	25	50.0	50.0	82.8
strongly disagree	1	1.6	1.6	84.4
disagree	15	24.6	24.6	109.0
Total	61	100.0	100.0	

More to that, 25(50.0%) parents admitted that culture affected USE with 20(32.8%) respondents in strong support of that view, making 82.8% in total agreement with the fact that culture affected attendance to school in Ssembabule; whereas 15(24.6%) disagreed with that opinion being supported by only 1(1.6%) - which is a total of 26.2% in disagreement with the earlier view.

Teacher attitude

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	12	19.7	19.7	19.7
Agree	12	19.7	19.7	39.4
strongly disagree	1	1.6	1.6	41.0
Disagree	36	59.0	59.0	100.0
Total	61	100.0	100.0	

About attitude towards work 36(59.0%) parents disagreed with the idea that teachers' attitude was negative towards work, and in support of this 1(1.6%) strongly agreed with that opinion making a total of 60.6% in approval of that. 12(19.7%) of the parents strongly approved the idea that teachers' attitude towards work was negative, supported by another 12(19.7%). This meant that 39.4% approved the hypothesis.

Teacher competence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	0	0.0	0.0	0.0
agree	32	52.5	52.5	52.5
strongly disagree	5	8.2	8.2	60.2
disagree	24	39.3	39.3	100.0
Total	61	100.0	100.0	

When asked about competence, parents at a rate of 32 (52.5%) said teachers taught with competence. This means they rejected the hypothesis. On the other side 24(39.3%) believed that teachers were incompetent in addition to 7(10.6%) making a total of 49.9% who strongly supported that view.

Close supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	0	0.0	0.0	0.0
agree	6	9.8	9.8	9.8
strongly disagree	12	19.7	19.7	29.5
disagree	43	70.5	70.5	
Total	66	100.0	100.0	

Parents' response to close supervision of learner activities indicated that 43(70.5%) disagreed with the idea that teachers closely supervised and monitored progress, and 12(19.7%) strongly



supported the idea leading to a total of 90.2% in approval of the hypothesis. The 6(9.8%). meant that supervision and follow up took place in the USE system.

#### 4.1.4. Analysis of Learners' Responses

**Table 6: Summary of learners 'Responses.**

Frequencies (learners)

Statistics

	School	sex	Curriculum	school rules and regulations	facilitation	distance	lunch	culture	training attitude	training competence	close supervision
N Valid	258	258	258	258	258	258	258	258	258	258	258
Missing	0	0	0	0	0	0	0	0	0	0	0

Source: Primary Response Based Data

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	129	50.0	50.0	50.0
	Female	128	49.6	49.6	99.6
	Missing	1	.4	.4	100.0
	Total	258	100.0	100.0	

Curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	46	17.8	17.8	17.8
Agree	45	17.4	17.4	35.3
Strongly disagree	85	32.9	32.9	68.2
Disagree	82	31.8	31.8	100.0
Total	258	100.0	100.0	

When asked whether the Curriculum (combination of subjects) offered to them was relevant to their lives, 85(32.9%) strongly disagreed with the opinion, supported by 82(31.8%) with disagree, meaning 65.7% said the curriculum was irrelevant to their lives. While 46(17.8%) deviated from the above, supported by 45(17.4%) making a total of 35.2% deviation for relevancy of the curriculum.

school rules and regulations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	42	16.3	16.3	16.3
	Agree	64	24.8	24.8	41.1
	strongly disagree	93	36.0	36.0	77.1
	Disagree	59	22.9	22.9	100.0
	Total	258	100.0	100.0	

Responses to whether the school rules and regulations were bad and outdated, 93(36.0%) strongly agreed with the opinion, while 59(22.9%) confirmed that, so a total of 58.9% agreed with the opinion, whereas 42(16.3%) strongly believed rules and regulations were okay, supported by 64(24.8%), making a total of 41.1% who rejected the hypothesis.

Facilitation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	98	38.0	38.0	38.0
	Agree	96	37.2	37.2	75.2
	strongly disagree	33	12.8	12.8	88.0
	Disagree	31	12.0	12.0	100.0
	Total	258	100.0	100.0	

Responses to facilitation of the teacher and learner indicated that 98(38.0%) strongly agreed that lacking facilities contributed positively to absenteeism and the high dropout rate, supported by 96(37.2%) where 75.2% in total supported the hypothesis. The other 33(12.8%) strongly disagree with facilitation causing absenteeism and dropouts, this was supported by 31(12.0%) , making a total of 24.8% that rejected.

Distance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	118	45.7	45.7	45.7
Agree	107	41.5	41.5	87.2
strongly disagree	8	3.1	3.1	90.3
Disagree	25	9.7	9.7	100.0
Total	258	100.0	100.0	

About walking long distances daily, 118(45.7%) of learners strongly agreed that the habit affected presence of learners at school supported by 107(41.5%), so a total 87.2 % supported the idea while 8(3.1%), and 25(9.7%) that is 12.8% disagreed with walking daily distances affecting attendance to school activities.

Lunch

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	79	30.6	30.6	30.6
Agree	109	42.2	42.2	72.9
strongly disagree	31	12.0	12.0	84.9
Disagree	39	15.1	15.1	100.0
Total	258	100.0	100.0	

For missing Lunch or a day meal, 109(42.2%) learners agreed that they went hungry daily while at school so they escaped, this group was supported by 79(30.6%) making a total of 72.8% in support of missing lunch and escaping from school; while 39(15.1%) rejected the idea of escapism supported by 31(12.0%), meaning only 27.1% did not agree they escaped from school due to missing lunch.

Culture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	87	33.7	33.7	33.7
Agree	108	41.9	41.9	75.6
strongly disagree	27	10.5	10.5	86.0
Disagree	36	14.0	14.0	100.0
Total	258	100.0	100.0	

Further, 108(41.9%) learners strongly admitted that culture affected USE with 87(33.7%) in support of the view, making 75.6% in total agreement to the fact that culture affected attendance to school in Ssembabule, whereas 36(14.0%) rejected the opinion supported by 27(10.5%)-making a total of 24.5% who rejected.

Teacher attitude

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	56	21.7	21.7	21.7
Agree	70	27.1	27.1	48.8
strongly disagree	53	20.5	20.5	69.4
Disagree	79	30.6	30.6	100.0
Total	258	100.0	100.0	

About teachers' attitude towards work 79(30.6%) of learners rejected the idea that teachers' attitude was negative towards work, while 53(20.5%) strongly supported it, making a total of 51.1% in disagreement. Whereas 70(27.1%) agreed with the idea that teachers' attitude towards work was negative, plus 56(21.7%) in strong support meaning, 48.8% supported the hypothesis that teachers' attitude was negative towards work.

Teacher competence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	77	29.8	29.8	29.8
Agree	89	34.5	34.5	64.3
strongly disagree	23	8.9	8.9	73.3
Disagree	69	26.7	26.7	100.0
Total	258	100.0	100.0	

When asked about competence of the teacher, 89(34.5%) of learners agreed with the opinion that teachers taught with competence, supported by 77(29.8%) who strongly agreed with the idea, making a total percentage of 64.3% in agreement. Therefore the hypothesis was rejected. Only 23(8.9%) strongly believed that teachers were incompetent, supported by 69(26.7%) totaling to 35.6%.

close supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	61	23.6	23.6	23.6
Agree	73	28.3	28.3	51.9
strongly disagree	39	15.1	15.1	67.1
Disagree	85	32.9	32.9	100.0
Total	258	100.0	100.0	

For supervision of learner activities 85(32.9%) learners rejected the idea that teachers closely supervised and monitored progress, supported by 39(15.1%) that strongly supported the idea making to a total of 48.0% who rejected. On the contrary 73(28.3%) said teachers closely supervised learner activities in addition to 61(23.6%) who strongly agreed with the idea. So a total of 51.9% learner response indicated that teachers closely supervise and follow up learner activities.

#### 4.1.5. Analysis of Head –Teachers’ Responses

**Table 7: Summary of Head-Teachers’ Responses.**

Frequencies (Head teachers)

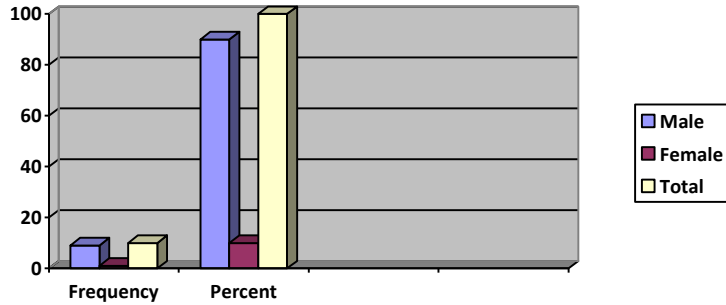
Statistics

	sex	Curriculum	school rules and regulations	type of facilitation	Distance	lunch	culture	training attitude	training competence	close supervision
N	Valid	10	10	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0		23	23

Source: Primary Response Based Data

Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	9	90.0	90.0	90.0
Female	1	10.0	10.0	100.0
Total	10	100.0	100.0	
Missing System				
Total		100.0		



**Figure 3: describes gender for head-teachers**

Source: Table describing gender for head -teachers

Curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	6.1	20.0	20.0
Agree	4	12.1	40.0	60.0
Strongly disagree	2	6.1	20.0	80.0
Disagree	2	6.1	20.0	100.0
Total	10	30.3	100.0	
Total		100.0		

Asked whether the Curriculum was relevant, head-teachers at 4(40.0%) said the curriculum was Irrelevant, and 2(20.0%) strongly supported, making a total number of 60.0% of those in agreement with the idea that the curriculum was Irrelevant; while 2(20.0%) strongly believed that the curriculum was okay as was, and in support of the later 20(20.0%) did so. Therefore making a total of 40.0% that rejected the hypothesis.

school rules and regulations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	6.1	20.0
	strongly disagree	6	18.2	60.0
	Disagree	2	6.1	20.0
	Total	10	30.3	100.0
Total				

Whether the school rules and regulations were bad and outdated 5(50.0%) of head-teachers strongly disagreed with the opinion, and 2(20.0%) confirmed that the rules were okay, so a total of 70.0% said the rules and regulations did not have a negative effect; whereas only 3(30.0%) strongly believed that school rules and regulations were bad, supported by 0(0.0%) .

Facilitation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	12.1	40.0
	Agree	3	9.1	30.0
	strongly disagree	3	9.1	30.0
	Total	10	30.3	100.0
Total				



Responding to facilitation of the teacher and learner indicated that the 4(40.0%) strongly agreed with the idea that lacking facilities contributed positively to absenteeism and the high dropout rate, supported by 3(30.0%) making a total approval of 70.0% to that effect. Whereas 3(30.0%) strongly disagree with facilitation being one factor causing absenteeism and dropouts in USE, this group was supported by only 0(0.0%).

Distance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	15.2	50.0	50.0
	Disagree	4	12.1	40.0	90.0
	strongly disagree	1	3.0	10.0	100.0
	Total	10	30.3	100.0	
Total		100.0			

About walking long distances daily by the learner, head-teachers category indicated 5(50.0%) strongly agreed that the habit affected presence of learners at school and these were supported by 4(40.0%), meaning a total of 90.0% said walking long distances daily affected attendance to school activities; whereas 1(10.0%), disagreed with the idea

Lunch

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	15.2	50.0	50.0
Agree	2	6.1	20.0	70.0
strongly disagree	1	3.0	10.0	80.0
Disagree	2	6.1	20.0	100.0
Total	10	30.3	100.0	
Total		100.0		

About Missing Lunch or a day meal, 5(50.0%) strongly confirmed that learners went hungry daily while at school so they escaped, this group was supported by 2 (20.0%) making a total of 70,0% in support of missing lunch and escaping from school; while 20(20.0%) disagreed with the idea of missing lunch supported by 1(10.0%), meaning 30.0% of head teacher category did not agree with escapism from school due to missing lunch.

culture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	12.1	40.0	40.0
Agree	5	15.2	50.0	90.0
Disagree	1	3.0	10.0	100.0
Total	10	30.3	100.0	
Total		100.0		

5(50.0%) of head- teachers admitted that culture affected USE with 4(40.0%) respondents in strong support of that view, making 90.0% in total agreement to the fact that culture affects attendance to school activities in Ssembabule; whereas 1(10.0%) disagreed with the opinion

Teacher attitude

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	15.2	50.0	50.0
Agree	3	9.1	30.0	80.0
strongly disagree	1	3.0	10.0	90.0
Disagree	1	3.0	10.0	100.0
Total	10	30.3	100.0	
Total		100.0		

About attitude towards work 5(50.0%) head-teachers strongly agreed with the idea that teachers' attitude was negative towards work, and in support 4(40.0%) agreed with the opinion making a total of 90.0%. So 1(10.0%) of head-teachers disagreed with the idea that teachers' attitude towards work was negative.

Teacher competence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	6	18.2	60.0	60.0
strongly disagree	2	6.1	20.0	80.0
Disagree	2	6.1	20.0	100.0
Total	10	30.3	100.0	
Total		100.0		

When asked about competence, head-teacher at 6(60.0%) strongly agreed with the opinion that teachers were competent at work, 2(20.0%) strongly believed that teachers were incompetent in addition to 2(20.0%) who supported the later view, making a total of 40.0% deviation.

close supervision

Frequency	Percent	Valid Percent	Cumulative Percent
-----------	---------	---------------	--------------------

Valid strongly agree	7	21.2	70.0	70.0
Agree	1	3.0		
strongly disagree	1	3.0		
disagree	1	3.0		
Total	10	100.0		

Finally responding to close supervision indicated that 7(70.0%) disagreed with the idea that teachers closely supervised and monitored progress, 1(10.0%) strongly supported the idea leading to a total of 80.0% in agreement with the idea that teachers did not closely supervise and monitor learner activities. Whereas 1(10.0%) deviated in addition to the 1(10.0%) who strongly agreed with the idea that teachers closely supervise and follow up learner activities. The later meant a total deviation of 20%.

**4.1.6. Analysis of Teachers' Responses**

**Table 8: Summary of Teachers' Responses.**

Frequencies

Statistics

	School	sex	Curriculum	school rules and regulations	facilitation	distance	lunch	culture	attitude	competence	close supervision
N Valid	96	96	96	96	96	96	96	95	96	96	96
Missing	0	0	0	0	0	0	0	1	0	0	0

Source: Primary Response based Data

Frequency Table (Teachers)

School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	10	10.4	10.4	10.4
B	10	10.4	10.4	20.8
C	10	10.4	10.4	31.2
D	10	10.4	10.4	41.7
E	10	10.4	10.4	52.1
F	10	10.4	10.4	62.5
G	9	9.4	9.4	71.9
H	9	9.4	9.4	81.2
I	9	9.4	9.4	90.6
J	9	9.4	9.4	100.0
Total	96	100.0	100.0	

sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	65	67.7	67.7	67.7
Female	31	32.3	32.3	100.0
Total	96	100.0	100.0	

Curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	27	28.1	28.1	28.1
Agree	38	39.6	39.6	67.7
Strongly disagree	13	13.5	13.5	81.2
Disagree	18	18.8	18.8	100.0
Total	96	100.0	100.0	

Asked whether the Curriculum was relevant, teachers at 38(39.6%) agreed with the opinion supported by 27(28.1%). This Gave 67.7% in agreement with the curriculum being relevant; while 13(13.5%) strongly disagreed supported by 18(18.8%). This made a total of 32.3% that rejected the hypothesis.

school rules and regulations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	9	9.4	9.4	9.4
agree	9	9.4	9.4	18.8
strongly disagree	32	33.3	33.3	52.1
disagree	46	47.9	47.9	100.0
Total	96	100.0	100.0	

Whether the school rules and regulations were bad and outdated 46(47.9%) teachers disagreed with the opinion, and 32(33.3%) strongly supported that, so a total of 81.2% rejected the hypothesis; whereas 9(9.4%) strongly believed that school rules were bad, supported by 9(9.4%) making a total of 18.8% in support.

Facilitation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	64	66.7	66.7	66.7
agree	22	22.9	22.9	89.6
strongly disagree	7	7.3	7.3	96.9
disagree	3	3.1	3.1	100.0
Total	96	100.0	100.0	

Responding to facilitation of the teacher and learner indicated that 64(66.7%) of teachers strongly supported that lacking facilities contributed positively to absenteeism and the high dropout rate, 22(22.9%) supported it with agree, meaning a total of 89.6% agreed with the idea that facilitation affected attendance to school activities. Only 10.4%, where 7(7.3%) strongly disagreed being one factor that affected the program. supported by 3(3.1%) that rejected

distance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	40	41.7	41.7	41.7
agree	27	28.1	28.1	69.8
strongly disagree	12	12.5	12.5	82.3
disagree	17	17.7	17.7	100.0
Total	96	100.0	100.0	

About walking long distances daily by the learner, Responses indicated 40(41.7%) strongly agreed that the habit affected learners' presence at school supported by 27(28.1%), meaning a

total of 69.8% believed distances affected attendance to school; where 8(3.1%), and 25(9.7%) (12.8) disagreed with the idea.

Lunch

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	48	50.0	50.0	50.0
agree	37	38.5	38.5	88.5
strongly disagree	3	3.1	3.1	91.7
disagree	8	8.3	8.3	100.0
Total	96	100.0	100.0	

Concerning Lunch or a day meal, 48(50.0%) of the teachers strongly confessed that learners went hungry daily while at school so they escaped, this supported by 37 (38.5%) made a total of 88.5% in support of missing lunch and escaping from school; while 8(8.3%) disagreed with the idea of escapism supported by 3(3.1%), meaning 11.4% did not agree with escapism from school due to missing lunch.

Culture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	36	37.5	37.9	37.9
agree	29	30.2	30.5	68.4
strongly disagree	15	15.6	15.8	84.2
disagree	15	15.6	15.8	100.0
Total	95	99.0	100.0	
Missing System	1	1.0		
Total	96	100.0		

36(37.5%) teacher responses indicated that culture affected USE with 29(30.2%) in support of that view, making 67.7% in total agreement with the fact that culture affected attendance to school in Ssembabule. 15(15.6%) disagreed with the opinion, supported by 15(15.6%) - giving a total of 31.2% in disagreement with the earlier view

Teacher attitude

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	47	49.0	49.0	49.0
agree	21	21.9	21.9	70.8
strongly disagree	4	4.2	4.2	75.0
disagree	24	25.0	25.0	100.0
Total	96	100.0	100.0	

About attitude towards work 47(49.0%) teachers strongly agreed with the idea that their own attitude was negative towards work, 21(21.9%) supported the opinion making a total of 70.9%. Only 24(25.0%) teachers disagreed with the idea that their (teachers)' attitude towards work was negative, supported by 4(4.2%) , meaning that 29.2% disagreed with teachers' attitude being negative towards work.

Teacher competence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	65	67.7	67.7	67.7
agree	26	27.1	27.1	94.8
strongly disagree	2	2.1	2.1	96.9
disagree	3	3.1	3.1	100.0
Total	96	100.0	100.0	



When asked about competence, 65(67.7%) teachers strongly agreed with the opinion that they taught with competence, supported by 26(27.1%) , making a total of 84.8% in agreement with the idea that teachers are competent on their job; so the hypothesis was rejected. 2(2.1%) strongly believed that teachers were incompetent, supported by 3(3.1%), making only 5.2% of those who approved the hypothesis.

close supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	13	13.5	13.5	13.5
agree	22	22.9	22.9	36.5
strongly disagree	12	12.5	12.5	49.0
disagree	49	51.0	51.0	100.0
Total	96	100.0	100.0	

Finally, teachers' response to close supervision of learner activities indicated that 49(51.0%) disagreed with the idea that teachers closely supervise and monitor learning progress. That supported by 12(12.5%) which strongly disagreed with the idea, meant that 63.5% agreed teachers do not closely supervise and monitor learner activities in USE. However 22(22.9%) said teachers closely supervise learner activities supported by 13(13.5%) The later meant 36.4% - rejected the hypothesis.

**4.1.7. Employing the PEASON Chi – square to test the null hypothesis.**

Significance level = standard: P < 0.05

$$\text{FOMULAR} = \frac{(\text{Observed} - \text{Expected})^2}{\text{Expected}}$$

**Table 9: Table for Testing the Null hypothesis**

	Head Teachers	Teachers	Parents	Learners	Totals	Probability	Observation
FACILITAION	70	89.6	78.7	75.2	313.5	3.42	Rejected
CURRICULUM	60	67.7	30.3	65.7	223.7	0.1	Rejected
RULES	30	18.8	73.8	58.9	181.5	0.01	Accepted
COMPETANCE	40	5.2	49.9	35.6	130.7	0.4	Rejected
LUNCH	70	88.5	49.2	72.8	280.5	0.8	Rejected
DISTANCE	90	69.8	16.4	87.2	263.4	3.8	Rejected
CULTURE	90	67.7	82.8	75.6	316.1	0.05	Rejected
ATTITUDE	90	70.9	39.4	35.6	235.9	9.01	Rejected
SUPERVISION	80	63.5	90.2	48.0	281.7	0.03	Accepted
GRAND TOTALS	620	541.7	510.7	554.6	2227		

**Source:** Mean percentage scores per variable for all categories.

#### **4.1.8. Interview**

The common contributions from interview schedules included: all children were not at school as required by government and the international community, the major cause was absenteeism and drop outs; the curriculum was said to have no future; many children headed families (orphans); many policies were in place but redundant (poor enforcement); education was discovered to be liked but conditions were sited to be very unfavorable; literacy levels were so low in villages (adults) 90% could not read the questionnaire; forcing children to pay the fee for porridge/ lunch (average of UGX = 30.000) had done much to fuel the elimination of the vulnerable children, they were not able to pay; there was a wish for abolishing all boarding schools. People said

government had given up its mandate already; facilities were being over stretched while library and laboratories contents were not accessible; available tools and materials appeared out-dated, irrelevant or off the syllabus, there was understaffing, teachers were found rare at stations. Head-teachers were discovered to substantively lack the authority.

#### **4.1.9. Challenges / Limitations To The Study**

Half way delegated duties to lower cadres in schools caused failure in accessing crucial information yet turning to the boss created other huddles. The period for collection of data entered the UNEB examination period, so, many refers were faced and therefore more expenses and sometimes a complete failure to meet the target. Some participants did not readily give information; they wanted more explanations (especially in private schools). Some unexpected unscheduled public holidays, like IDD disorganized the progress of work. Too much data to be interpreted required much more time than necessary.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0. Introduction**

This chapter presents the results of study. The primary objective of this study was to examine whether teacher, school and learner based factors significantly affected the implementation of Universal Secondary Education in Ssembabule district. The findings of this study have been backed up with a discussion, conclusion and recommendations to which this chapter will bring its attention. The above were presented according to research objectives and the literature underpinning the study.

#### **5.1. Summary of the Findings**

The study was guided by three specific objectives and this chapter is reduced to the findings basing on the objectives in relation to the responses of the head-teachers, teachers, learners and parents to the items of the questionnaires, backed up with information from the interviews, documentary evidence and observations from the field by the researcher.

##### **5.1.1. Establishing the lead factor that affected USE in Sembabule district**

Where the factors that specifically affected USE were to be established: Findings revealed that: Data from responses to the question of which factors affected the USE program; indicated that 100.0% (table and chart on page 50) was received for existence of rampant absenteeism in the

USE system. The category of parents specifically responded. Children were discovered ever absent and dropped out at any stage any time. No deviation was primarily recorded.

### **5.1.2. Establishing factors that affected USE in the district and the policy in general.**

About the factors that silently affected the daily physical presence of the learner at school, the completion cycle (Retention), and passing of UNEB examinations at UCE. Data revealed that the mean scores in support of factors affecting school activities for each of: Culture of the people was 79.0%, Facilitation of the teacher and the learner 78.4%, Attitude 59.0%, Missing of lunch at school 70.1%, Walking long distances 65.9%, the curriculum arrangement 55.9% as well as the competence of the teacher 32.7%. The factors that affected the success of the USE program were singled out to be seven of the nine. Statistically excluded among the hypothesized factors included: close supervision of the learner 70.4% and school rules and regulations 45.4%.

### **5.1.3. Finding whether the factors significantly affected USE**

The variables were subjected to the Pearson chi-square to test the null hypothesis. The significance level was set at  $P < 0.05$ ; reactions from all categories to the nine variables showed that seven of the nine factors had a significantly statistical effect to the physical presence of the learner at school, the completion capacity as well as the passing of UNEB examinations at UCE level. The probability was discovered to be Culture 0.05, Facilitation of the teacher and learner 3.42, Attitude of the teacher 9.01, Lunch at school 0.8, the Curriculum 0.1, walking long distances 3.8 and Competence of the teacher 0.4 that implied that the factors singled out significantly affected success in USE.

## **5.2. Discussion of the Findings**

This study majorly examined whether learner, teacher and school related factors significantly affected the successful implementation of USE in Ssembabule district. That is: did the factors affect full time presence of the learner at school to attend to school activities? What about the completion rate, as well was the pass rate at UCE affected? The discussion of the findings was done according to the respective study objectives and as underpinned by various theoretical and research findings and the details are as presented below:

### **5.2.1. Establishing the factors that silently affected USE activities**

Generally the gap between USE and the non- USE was proved widening in terms Performance at UCE, retention (table 1 page 25) and daily attendance, yet the two existed in the same environment, state, economy, ministry, locality and shared teachers (policy issue ESSP 2004 - 2015). This forced the choice of head-teachers, teachers, learners and parents to be the source of the population to be examined. This was premised on obtaining first hand information regarding the practices and experience for the study.

The analysis, across the categories regarding facilitation indicated that learners and teachers badly lacked the facilities. Responses showed that Head teachers, teachers, Parents and learners 70.0%, 89.6%, 78.7%, 75.2% respectively proved that. Facilities by Oxford dictionaries 2010 were coined with a meaning of enablers or equipment that would make action, a process or any work possible or easier. Lack of facilities which included tools and materials that were to aid the day to day learning was proved to be intense. This badly affected the policy because it fueled absenteeism especially of learners. Interviews revealed that facilities for common use were ever never enough because the number of children were very high (over stretched) (in classrooms,

laboratories and libraries) and for individual use children without facilities shied away from others; that also sometimes those who lacked what to use disappeared to look for the requirements. For teachers, lessons were half way taught and some were left out completely. Whenever learners and teachers missed or did not appear for the program the real loss was reflected in terms of drop outs, failures at UCE, and losing meaning of and confidence in the program.

Concerning the curriculum, data indicated that only parents with 30.3% did not believe the curriculum affected activities in USE. Curriculum by [edglossary.org/curriculum](http://edglossary.org/curriculum) 2015 – meant lessons and academic content taught in a school or in a specific course. Head teachers, teachers and learners with 60.0%, 65.7%, and 67.7% respectively proved that the curriculum did not help the learners especially after school. So this badly affected USE. World facts book (education Africa.htm page 25) revealed that traditional education in Uganda was centered at the needs of society and the curriculum centered on survival techniques of the time. Interviewed Participants said they did not see the benefit in suffering with a system where there was no benefit after. People's worry was on finding water and grass for their survival and their animals. So dropping out of school was said to be normal and accessed the child to better and early chances of saving and raising recourses for more heads of cattle for a livelihood than fail examinations, and pass time in school. This confirmed the fact that dropping out of school was as normal and accessed the dropout to better chances though worsening the USE system.

Responses to whether walking distances daily affected school activities, Head teachers, teachers, and learners, with 90.0%, 69.8%, and 87.2 respectively indicated walking was major a factor in affecting activities in schools. A deviation was from parents of 16.4% only. Literature associated walking daily (page 30) to Risks, attractions, time wasting and energy loss ([encyclopedia.htm](#)).

Further out comes were a high probability of damage, injury, liability and general loss caused by external or internal vulnerabilities leading to absenteeism and dropping out of school unwillingly, Or endure to the end and produce undesirable results. All in all, walking in the morning and afternoons opened the learner to risks, losses, liabilities, injury and daily damages both physically and spiritually thus the child missed proper use of time, energy and all the other resources geared at motivating him or her to behavior acceptable to learning not the opposite.

Culture with responses of 90.0%, 67.7%, 82.8% and 75.6% from Head teachers, teachers, Parents and learners respectively proved that the factor strongly affected the activities at schools. The responses showed no zeal for carrying out activities at school at all. Schooling appeared a routine. Culture was discovered to be embedded beliefs and customs within individuals (<http://educ/Culture>) these were cumulative deposits within an individual over time; they were to help the individual to cope with other members of that group especially the elders. This therefore became life itself. Culture is one aspect that required great care. Participants preferred alternatives to class and school activities from interviews.

Close supervision of learner activities was one factor where the null hypothesis was accepted. By Oxford dictionaries (2010) the term referred to being in charge of somebody or something to make sure that the one supervised does everything correctly, safely, perfectly, and according to instructions. Where as in management;([www.constructionplans.org/Supervision.htm](http://www.constructionplans.org/Supervision.htm)) was referred to as the direction of people at work. In other words constantly functioning in a state of flux and ambiguity on the side of the supervisor.

Basing on percentage responses of 80.0%, 63.5% and 90.2% for head teachers, teachers, parents respectively, only learners with 48.0% deviated. Data proved the factor did not significantly affect activities of the program.



Also attitude, next to learner supervision with scores 90.0%, 70.9%, 39.4% and 35.6% from head teachers, teachers, parents and learners respectively, the a null hypothesis was accepted This meant that the factor did not statistically affect school activities.. ///G:Attitude htm, Referred to attitude as a construct that cannot be observed directly, but a distinct concept of moods. Eagly and S chaiken 1993 (Psychologists) defined attitude as a psychological tendency expressed by evaluating something with either favor or disfavor. Finally Psychologists referred to attitude as “readiness of the psyche”- to act or react in a certain way and in most cases either positively or negatively. But as seen above the factor statically showed no effect on school activities.

### **5.2.2. Determining whether the variables significantly affected**

To determine whether full time presence of learners at school, completion of the course and the passing at UCE level were significantly affected. A Pearson chi-square test was employed to test the null hypothesis. The significance level was set at  $P < 0.05$ .

For School related factors the analysis across the categories proved that lack of facilitation affected USE with a score of 78.4% (3.42). The null hypothesis was rejected. That appeared to have significantly affected school activities; Curriculum with 55.9%(0.1) also, the null hypothesis was rejected, that also significantly affected the activities. For School rules and regulations with 45.4%(0.01) the null hypothesis was accepted meaning the factor did not significantly affect the activities.

For learner related factors all the three factors proved significantly affected school activities. Basing on the respective percentage scores of 79.0 % ( 0.05), 65.9 % ( 3.8), 70.1%(0.8) across the categories for culture, distance and lunch respectively. The null hypothesis was rejected for all the tests. That approved the hypothesis that culture of the people, walking long distances and

missing lunch at school significantly affected the presence of learners at school, affected the completion or retention of learners at school and the passing of children at UCE in Sembabule district.

About teacher related factors; that is, Lack of close supervision of the learner, attitude of the teacher towards teaching and the competence of the teacher on work scored 70.4%(0.03), 62.3%(9.010 and 32.7%(0.4) respectively proved that the null hypothesis was accepted for lack of Supervision. While for the attitude and competence of the teacher the null hypothesis was rejected. Therefore lack of supervision of learner activities did not significantly affect activities while both attitude and competence of the teacher on his job significantly affected school activities.

### **5.2.3. The impact the factors inflicted on school activities in the USE program**

Majorly developments in USE system bled the rampant absenteeism; absenteeism was discovered to be the core habit leading to other negative developments in the system. This created irresponsibility in children and predicted to affect the future population in Uganda.

The phenomenon developed a negative attitude in all stake holders, leading to the development of a nick name to the system known as “BONNA BAKONE” (interview responses) meaning USE is a program for failures. Major evidence was that children of those who could afford any little pay could not be found in a USE school. It was quite hard to find biological children of teachers in a school where the parent worked, or of politicians. So the USE remained the schools and a program for the most vulnerable.

The excessive drop out at UCE level was predicted to create and worsen the bleed of jobless youth who were to be so dangerous and a bigger problem to the country and neighbors. This half baked bleed was to go out of school minus any skills, knowledge not even any certificate.

### **5.3. Conclusions**

The conclusions of the study were based on the findings of the study.

#### **5.3.1. Statistics proved that factors affected activities**

It was statistically proved by the study that, seven of the nine factors including culture of the people, the curriculum, competence of the teacher, missing lunch at school, facilitation to the teacher and the learner, walking long distances daily, and the attitude of the teacher towards his work caused the rampant absenteeism 100% in USE. The high drop out of the schools at an average of 82.8% (all the seven government aided schools considered) was undoubtedly due to the factors and the poor UCE results in USE schools at the tune of figures not established by this study was not exceptional.

#### **5.3.2. Determining significance**

Using the Pearson chi-square to test the null hypothesis ( $P < 0.05$ ), data statistically revealed that a significant effect per variable was arrived at : attitude 9.01, walking distances 3.8, facilitation to the teacher and the learner 3.42, missing lunch by the learner at school 0.8, competence of the teacher at his/her job 0.4, curriculum 0.1 and finally culture of the people 0.05. Thus only two of the factors did not statistically affect USE including close supervision of learner activities 0.03 and the school rules and regulations 0.01.

### **5.3.3. The Impact on USE and the Policy in General**

Basing on the findings of the study the impact inflicted on USE and the policy in general was proved to be:

(i) The system supported and fueled rampant absenteeism and escapism itself thus in USE schools real teaching did not take place.

(ii) The development of a negative attitude towards learning and teaching (“BONNA BAKONE”) thereby all stakeholders including the learner shunned it, thus the dropout rate was worsened especially at s.4 level (82.7% on average –table on page 25).

(iii) Also the system bred bad habits like co-habiting in both the learner and teacher, therefore half hazard work was done at schools (no planning for teaching, no exercises given to learners, no records were kept, poor continuous assessment was done). No change of behavior. Thus failure to meet the core program objectives especially of providing quality education.(UNESCO requirement for EFA page 5 of the report).

## **5.4. Recommendations**

As a result of the findings of the study the following recommendations were made:

### **5.4.1. Government reconsiders catering for all learning needs in USE**

That government reconsiders revisiting the USE policy to include items among government obligations in implementing education for all that rhyme with and fully embrace the UN and UNESCO requirements. Specifically government should ensure that all learning needs are catered for.

#### **5.4.2. Factors found significant be included on National Agenda for discussion**

The factors discovered affected USE by the study should be included on the Agenda for discussion to help draw strategies in educational programs to improve the USE policy.

#### **5.4.3. Ministry of Education inspectorate be revived**

To improve operations of the USE, it was very important that the inspectorate function of the ministry of education was given special consideration, orders and new attention to help revive health of the ministry and more so the USE program.

#### **5.4.4. Demystify the issue of over population of the classroom, laboratory and library**

The effect of numbers be demystified by providing for two USE schools per sub county. It was recommended by respondents that the idea of abolishing boarding schools in Uganda in favor of boosting and re-stocking sub-county schools would help revitalize and energize these so called poor schools with a major aim of restoring implementation of the program initial objectives. Some boarding schools can be changed to day status.

#### **5.5. Challenges / Limitations to the Study**

Half way delegated duties to lower cadres in schools led to failure in accessing certain crucial information yet turning to the boss created other huddles. The period for collection of data entered the UNEB examination period, so refers were faced in appointments and therefore more expenses and sometimes a complete failure to meet the target. Some participants were hesitant to readily release information, they wanted more explanations. Some unexpected or public holidays, like IDD disorganized the progress of work. Too much data to analyze and be interpreted required much more time than was allocated.

### **5.6. Contributions of the Research**

The major contribution made to the field of knowledge especially relating to implementation of the Universal Secondary Education, by this study was the discovery that seven underrated factors under study significantly affected USE activities (an internationally attached program). If well observed the recommendations could help check the gaps in the program.

### **5.7. Areas of Further Research**

The study suggested the following areas for further research in relation to the ideas here in

To investigate teachers and learner opinion about school rules and regulations, teachers believed the rules had no problem yet learners strongly disagreed with the idea.

The comparison between USE and the non USE systems.

To investigate how children who go on empty stomachs at school survive elsewhere and what exactly is their destiny after school.

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## APPENDICES

### Appendix 1: Table for Determining Sample Size from a given population

Note: "N" is population size "S" is sample

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

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**Appendix 11: Questionnaire for the Teachers**

This questionnaire intends to solicit for information leading to a Masters Degree in Management studies (Institutional Management and Leadership) on the topic; FACTORS AFFECTING IMPLEMENTATION OF USE IN SSEMBABULE DISTRICT.

You have been selected as a key respondent for the study. You are therefore kindly requested to give your unique knowledge about the study area. All information disclosed in the questionnaire will be treated with maximum confidentiality and used for only the purpose intended. You do not need to disclose your name.

SECTION A:

BACK GROUND INFORMATION

For this section, please Tick the option you agree with among the options given

Name of school.....

Sex classification (a) Male (b) Female

Type of school (a) Mixed day (b) Mixed boarding (c) Single sex

Qualifications (a) Diploma (b) Degree (c) Others

Number of years in this school

1 – 3 (b) 4 – 6 (c) 7 – 9 (d) 10 and above

SECTION B:

In this section use the scale provided to tick a number that describes your opinion.

1 = Strongly Agree      2 = Agree      3 = Strongly Disagree      4 = Disagree

	SCHOOL RELATED	1	2	3	4
1	The subjects taught to the children in secondary schools do not help them at all in their needs especially when they go out of school.				
2	School rules and regulations of this school do not encourage a self drive in learners at all to attend regularly to classes and other activities of the school.				
3	The poor facilitation of a teacher with teaching tools and materials is the major cause of absenteeism, drop out of school, and poor UCE results of children in this school.				
	LEARNER RELATED				
4	Walking for hours daily to/from school by learners is a major cause of absenteeism, drop out of school, and poor results at UCE in USE schools.				
5	Majority learners in this school cannot afford paying for lunch, so they often go hungry, escape in the afternoons and ever cannot concentrate properly to study.				
6	Learners who commute especially from cattle keeping homes often miss schooling during certain seasons each year especially the dry seasons.				

	TEACHER RELATED				
7	Teachers in this school are not committed to teaching and supervision of learners' activities because they are not motivated.				
8	All teachers of this school have the right qualifications and skills for teaching in a secondary school.				
9	A teacher in this school is ever on duty five days a week as recommended by the guidelines/ standing orders.				

**Appendix III: Questionnaire for the Learners**

This questionnaire intends to solicit for information leading to a Masters Degree in Management studies (Institutional Management and Leadership) on the topic; FACTORS AFFECTING IMPLEMENTATION OF USE IN SSEMBABULE DISTRICT.

You have been selected as a key respondent for the study. You are therefore kindly requested to give your unique knowledge about the study area. All information disclosed in the questionnaire will be treated with maximum confidentiality and used for only the purpose intended. You do not need to disclose your name.

SECTION A:

BACK GROUND INFORMATION

For this section, please Tick the option you agree with among the options given

Name of school.....

Sex classification      (a) Male                              (b) Female

Type of school      (a) Mixed day                      (b) Mixed boarding      (c) Single sex

**SECTION B:**

In this section use the scale provided to tick a number that describes your opinion.

1 = Strongly Agree      2 = Agree      3 = Strongly Disagree      4 = Disagree

	School related	1	2	3	4
1	The subjects we study as learners in sec schools are not helpful at all in our daily lives when we are at home with our parents and friends.				
2	The school rules and regulations are bad because they mainly lead to chasing away our friends whenever they break them.				
3	Most of the time many children in this school lack things to use like books, pens, hand bags, sets, desks where to sit in class, do not go to the library & laboratories which makes them absent from school and finally dropout.				
	Learner related				
4	Many children walk long distances in the morning and afternoon to/from school. This makes them very tired every day so they fail to study well.				
5	Majority of students in this school is not able to pay for lunch at school, so they go hungry every day and many times they escape in the afternoons.				

6	During a dry season many children come late to school and sometimes fail completely to come to school because they have to look for water for cows and for home use from very far away.				
	Teacher related				
7	Most of our teachers do not to like their job, because they come to school late most of the days and stay at school for a short time and they go away.				
8	All our teachers teach very well their subjects and we understand very well what they teach us in class and in games and sports.				
9	When our teachers give us an exercise, they make sure that they go through all children's work, they mark the work and they make all the corrections necessary before another lesson is taught.				



**Appendix V: Questionnaire for Head-Teachers**

This questionnaire intends to solicit for information leading to a Masters Degree in Management studies (Institutional Management and Leadership) on the topic; **FACTORS AFFECTING IMPLEMENTATION OF USE IN SSEMBABULE DISTRICT.**

You have been selected as a key respondent for the study. You are therefore kindly requested to give your unique knowledge about the study area. All information disclosed in the questionnaire will be treated with maximum confidentiality and used for only the purpose intended. You do not need to disclose your name.

**SECTION A:**

**BACK GROUND INFORMATION**

For this section, please Tick the option you agree with among the options given

Name of school.....

Sex classification    (a) Male                                  (b) Female

Type of school        (a) Mixed day                                  (b) Mixed boarding    (c) Single sex

Number of years in this School.

1 -3        (b) 4 – 6)        (c) 7 – 9        (d) 10 – and above

Qualifications        (a) Diploma                                  (b) Degree                  (c) Others

SECTION B:

In this section use the scale provided to tick a number that describes your opinion.

1 = Strongly Agree      2 = Agree      3 = Strongly Disagree      4 = Disagree

NO	SCHOOL RELATED	1	2	3	4
1	The curriculum of this school is not relevant to the needs of the children especially after school.				
2	School rules and regulations of this school do not enforce self driven love for  Learner's daily attendance to classes and co-curricular school activities.				
3	Poor facilitation of the teacher & learners with teaching & learning requirements is the major cause of drop outs, poor UCE results and absenteeism at this school.				
	LEARNER RELATED				
4	Learners and teachers who walk for hours to/from school daily are affected  In doing school duty as expected.				
5	Learners who don't take lunch at school miss some lessons, miss most afternoon lessons & most times are absent for a full day.				

6	Some children especially those who commute from cattle keeping homes often miss school for days, weeks and even a month during dry seasons				
	TEACHER RELATED				
7	Teachers of this school generally lack the commitment to do real teaching and supervision of learner activities				
8	All teachers at this school have the required qualifications & skills necessary for a secondary school teacher. (No licensed teachers)				
9	On average a teacher in this school is on duty one to two days a week.				

### **Appendix VI: Questionnaire for Parents**

This questionnaire intends to solicit for information leading to a Masters Degree in Management studies (Institutional Management and Leadership) on the topic; FACTORS AFFECTING IMPLEMENTATION OF USE IN SSEMBABULE DISTRICT.

You have been selected as a key respondent for the study. You are therefore kindly requested to give your unique knowledge about the study area. All information disclosed in the questionnaire will be treated with maximum confidentiality and used for only the purpose intended. You do not need to disclose your name.

#### SECTION A:

##### BACK GROUND INFORMATION

For this section, please Tick the option you agree with among the options given

Sex classification      (a) Male                              (b) Female

Number of years spent as a parent of this School.

1 -3      (b) 4 – 6)      (c) 7 – 9      (d) 10 – and above

Level of education      (a) Certificate      (b) Diploma      (c) Degree      (d) None

SECTION B:

In this section use the scale provided to tick a number that describes your opinion.

1 = Strongly Agree      2 = Agree      3 = Strongly Disagree      4 = Disagree

NO	SCHOOL RELATED	1	2	3	4
1	Absenteeism and drop out of school by learners is very common in USE schools				
2	School rules and regulations no longer carry meaning; eg learners are not supposed to carry phones when at school.				
3	What the teachers teach in schools is irrelevant to the lives of the children and the society where they live after school				
4	Teachers and learners in USE schools are poorly facilitated and so teaching and learning is very ineffective.				
	LEARNER RELATED				
5	Teachers and learners walk long distances daily to and from school; this badly affects the teaching and learning in USE schools.				
6	Most learners in a USE school do not take lunch while at school, this makes many escape, fail to learn properly and many finally drop out of school				
7	Learners from cattle keeping homes and their parents prefer catering for their animals' welfare then school business.				

	TEACHER RELATED				
8	Most teachers do not like their job because they normally come late to school and most of the days they do not appear at all in school.				
9	Children say that when teachers appear at school they teach very well their respective subjects and co-curricular activities to the satisfaction of all children				
10	All teachers give children home work and exercises to be done during free time at home and the work given is marked on a daily basis.				

## **Appendix VII: Interview Guide**

This interview guide intends to solicit for information leading to a Masters Degree in Management studies (Institutional Management and Leadership) on the topic; **FACTORS AFFECTING IMPLEMENTATION OF USE IN SSEMBABULE DISTRICT.**

You have been selected as a key respondent(s) for the study. You are therefore kindly requested to give your unique knowledge about the study area. All information disclosed in this meeting will be treated with maximum confidentiality and used for only the purpose intended. You do not need to disclose your name(s).

### **BACK GROUND INFORMATION**

Sex classification      (a) Male                                      (b) Female

Number of years spent so far as a resident of the district.

1 -3      (b) 4 – 6)      (c) 7 – 9      (d) 10 – and above

Level of education      (a) Diploma                                      (b) Degree                                      (c) Others

### **SCHOOL RELATED**

1. The USE program which started in year 2007, was mainly brought by Government to ensure that all children of school age go to school and study, that also all people in Uganda are able to read and write by 2015, that also Government ensures quality education to all, also that government ensures it caters for all learning needs; What is your opinion about the progress of USE so far?

2. The general talk is that absenteeism of teachers and learners; also drop out of schools of learners in Ssembabule district is very common and rampant. What is your view on this topic?

3. Most people believe that the curriculum of Uganda's education system is not relevant to the needs of Ugandans especially after schooling. They say the system was meant to promote the interests of colonialists. What do you have to say about this trend?

4. Each school has school rules and regulations, which I believe you personally must be aware of are in place to ensure that children have the discipline to enable them study properly. Do you share the view that the rules and regulations have done more harm than good?

5. Teachers and learners in USE schools are automatically poorly facilitated with teaching and learning tools and materials, do you also share this view? What do you think is the cause of this phenomenon? Do you think this significantly affect the learning of the children?

#### LEARNER RELATED

Majority of learners and teachers walk long distances to and from school daily and this automatically makes them study and teach when they are already very tired, what do you personally think and have to say about this?

Many children in USE schools come from families that fail to raise payments for lunch at school (poor) so they don't take lunch at school, neither do the parents pack for them lunch; what do you think happens to that particular child at school? What do you think should be done?

It is also true that children who come from homes where there are cows do disappear from school for long especially during the dry seasons. (True or false). What exactly happens? Also



what do you consider to be the fate of such cases given that some of their friends study full time especially those in boarding schools?

#### TEACHER RELATED

Do you think the teachers who are in USE schools are the right people with the right qualifications and skills to teach the children? Why do you think the difference between USE and the non USE

Have you tried to find out how often teachers stay at school? How many days do you think a teacher stays at school on average in a USE school a week?

It is alleged that teachers of USE schools only appear at school as a routine and because they are supposed to protect their pay roll status; what is your view about this?

**Appendix VIII: Tables to Illustrate Description of Responses**

KEY: 1 = Strongly Agree 2 = Agree 3 = Strongly Disagree 4 = Disagree

	Responses of learners to the effects of school, teacher and learner related factors on USE	1 (%)	2 (%)	3 (%)	4 (%)
	School related				
1	The effects of the curriculum- (the subjects taught ) on USE	46(17.8)	45(17.4)	85(32.9)	82(31.8)
2	Effects and functionality of school rules and regulations as is on USE	42(16.3)	64(24.8)	93(36.0)	59(22.9)
3	The effects of facilitation of the teacher and learner on the USE policy	98(38.0)	96(37.2)	33(12.8)	31(12.0)
	Learner related				
4	Effects of walking long distances daily by the learner to/from school on USE	118(45.7)	107(41.5)	08(3.1)	25(9.7)
5	Effects of missing daily lunch by the teacher and learner on USE	79(30.6)	109(42.2)	31(12.0)	39(15.1)
6	Effects of Culture of the people on USE	87(33.7)	108(41.9)	27(10.5)	36(14.0)

	Teacher related				
7	The effects of attitude of the teacher towards work on USE	56(21.7)	70(27.1)	53(20.5)	79(30.6)
8	The effects of competence of the teacher to his job on USE	77(29.8)	89(34.5)	23(8.9)	69(26.7)
9	Effects of absence of close supervision of learner activities by the teacher on USE	61(23.6)	73(28.3)	39(15.1)	85(32.9)

Source: Statistical based data

KEY: 1 = Strongly Agree 2 = Agree 3 = Strongly Disagree 4 = Disagree

Responses of teachers to effects of school, teacher and learner related factors on USE		1 (%)	2 (%)	3 (%)	4 (%)
School related					
1	The effects of the curriculum- (the subjects taught ) on USE	27(28.1)	38(39.6)	13(13.5)	18(18.8)
2	Effects of relevance and functionality of school rules and regulations on USE	9(9.4)	9(9.4)	32(33.3)	46(47.9)
3	The effects of facilitation of the teacher and learner on USE	64(66.70)	22(22.9)	7(7.3)	3(3.1)

	Learner related				
4	Effects of walking long distances daily by learner and teacher to/from school on USE	40(41.7)	27(28.1)	12(12.5)	17(17.7)
5	Effects of missing daily lunch by the teacher and learner on USE	48(50.0)	37(38.5)	3(3.1)	8(8.3)
6	The effects of Culture of the people on USE	36(37.5)	29(30.2)	15(15.6)	15(15.6)
	Teacher related				
7	The effects of attitude of the teacher towards work on USE	47(49.0)	21(21.9)	4(4.2)	24(25.0)
8	The effects of competence of the teacher to his job on USE	65(67.7)	26(27.1)	2(2.1)	3(3.1)
9	Effects of absence of close supervision of learner activities by teacher on USE	13(13.5)	22(22.9)	12(12.5)	49(51.0)

Source: Statistical based data

**Appendix IX: Description of Parents' Responses.**

KEY: 1 = Strongly Agree 2 = Agree 3 = Strongly Disagree 4 = Disagree

	Responses of parents to effects of school, teacher and learner related factors on USE	1 (%)	2 (%)	3 (%)	4 (%)
	School related				
1	Absenteeism and drop out of school by learners in USE schools is very common.	48(78.7)	13(21.3)	0(0.0)	0(0.0)
2	The effects of the curriculum- (the subjects taught ) on USE	6(9.8)	13(21.3)	0(0.0)	42(68.9)
3	Effects of relevancy and functionality of school rules and regulations on USE	8(13.1)	37(60.7)	1(1.6)	15(24.6)
4	The effects of facilitation of the teacher and learner on USE	28(45.9)	20(32.8)	10(16.4)	3(4.9)
	Learner related				
5	Effects of walking long distances daily by the learner and teacher	7(11.5)	3(4.9)	10(16.4)	41(67.2)

	to/from school on USE				
6	Effects of Missing daily lunch by the teacher and learner on USE	16(26.2)	14(23)	1(1.6)	30(49.2)
7	The effects of Culture of the people on USE	20(32.8)	25(50)	1(1.6)	15(24.6)
	Teacher related				
8	The effects of attitude of the teacher towards work on USE.	12(19.7)	12(19.7)	1(1.6)	36(59)
9	The effects of competence of the teacher to his job on USE.	00(0%)	32(52.5%)	5(8.2%)	24(39.3%)
10	Effects of absence of close supervision of learner activities by the teacher on USE	0(0.0)	6(9.8)	12(19.7)	43(70.5)

Source: Statistical based data

**Appendix X: Description of Head-Teachers' Responses.**

KEY: 1 = Strongly Agree 2 = Agree 3 = Strongly Disagree 4 = Disagree

	Responses of head-teachers to effects of school, teacher and learner related factors on USE	1 (%)	2 (%)	3 (%)	4 (%)
	School related				
1	The effects of the curriculum- (the subjects taught ) on USE	2(20.0)	4(40.0)	2(20.0)	2(20.0)
2	Effects of relevance and functionality of school rules and regulations on USE	0(0.0)	3(30.0)	5(50.0)	2(20.0)
3	The effects of facilitation of the teacher and learner on USE	4(40.0)	3(30.0)	3(30.0)	0(0.0)
	Learner related				
4	Effects of walking long distances daily by the learner and teacher to/from school on USE	5(50.0)	4(40.0)	1(10.0)	0(0.0)
5	Effects of missing daily lunch by the teacher and learner on USE	5(50.0)	2(20.0)	1(10.0)	2(20.0)
6	The effects of culture of the people on USE	4(40.0)	5(50.0)	0(0.0)	1(10.0)
	Teacher related				

7	The effects of attitude of the teacher towards work on USE	5(50.0)	3(30.0)	1(10.0)	1(10.0)
8	The effects of competence of the teacher to his job on USE	6(60.0)	0(0.0)	2(20.0)	2(20.0)
9	Effects of absence of close supervision of learner activities by the teacher on USE	7(70.0)	1(10.0)	1(10.0)	1(10.0)

Source: Statistical based data



**Appendix XI: The mean of Responses received by the Researcher from all the categories.**

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
Curriculum	19.9	29.2	17.4	33.4
S. Rules	9.8	30.1	30.6	29.5
Facilitation	46.4	30.9	17.5	5.3
Distance	38.2	28.9	10.6	22.4
Lunch	39.5	31.2	6.7	22.6
Culture	35.8	40	7.7	16.4
Attitude	35.5	25.1	9.4	30
Competence	39.4	27.9	10.4	22.3
Supervision	27.7	18.3	14.0	40.5

Source: All categories description based tables.