

UGANDA MANAGEMENT INSTITUTE

FACTORS AFFECTING THE QUALITY OF EDUCATION IN UNIVERSAL

PRIMARY EDUCATION SCHOOLS IN KAMPALA CITY,

UGANDA: A CASE OF NAKAWA DIVISION

BY

AGNES TWAWEBWA

JANUARY 2018

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EDUCATION SCHOOLS IN KAMPALA CITY, UGANDA: A CASE OF NAKAWA
DIVISION**

BY

AGNES TWAWEBWA

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE AWARD
OF A MASTERS DEGREE IN MANAGEMENT STUDIES (PROJECT PLANNING
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MANAGEMENT INSTITUTE**

JANUARY 2018

DECLARATION

I declare that this dissertation entitled FACTORS AFFECTING THE QUALITY OF EDUCATION IN UNIVERSAL PRIMARY EDUCATION SCHOOLS IN KAMPALA CITY, UGANDA: A CASE OF NAKAWA DIVISION is my own work through a research conducted in fulfillment for the award of MASTER’S DEGREE IN PROJECT PLANNING AND MANAGEMENT of Uganda Management Institute and it has never been submitted elsewhere before for any academic purposes.

Sign:

.....

..

Agnes Twawebwa

Date.....

APPROVAL

This study by Agnes Twawebwa entitled “Factors Affecting the Quality of Education in Universal Primary Education Schools in Kampala City, Uganda: A Case of Nakawa Division” has been conducted under our supervision and the dissertation is now submitted with our approval as the Uganda Management Institute supervisors.

FIRST SUPERVISOR

DR. FLORENCE BAKIBINGA SAJJABI (MRS)

Sign:

Date:

SECOND SUPERVISOR

DR. PAUL MALUNDA

Sign:

Date:

DEDICATION

I wish to dedicate this dissertation to my husband Mr. Isiko Alexander Paul who provided me with all the necessary support to ensure that this dissertation is complete. This dissertation is also dedicated to my big brother Dr. Waiswa Stevene, my sister in law Dr. Damali Waiswa, my regards to Rev. Joy Mukisa Isabirye and my late mother Miss Bikufa Christine Taboneleire who gave me the foundation for my education and have always wanted me to reach this level of academic achievement.

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ABBREVIATIONS AND ACRONYMS

| | |
|--------|--|
| CCG | : Classroom Construction Grant |
| DEO | : Division Education Officer |
| ESA | : Education Standard Agency |
| NCDC | : National Curriculum Development Center |
| NEA | : National Education Association |
| PLE | : Primary Leaving Examination |
| UN | : United Nations |
| UNESCO | : United Nations Educational, Scientific and Cultural Organization |
| UNICEF | : United Nations International Children’s Emergency Fund |
| UPE | : Universal Primary Education |
| WCEFA | : World Conference on Education for All |

ABSTRACT

This research was about factors affecting the quality of education in universal primary education schools in Kampala City, Uganda: a case of Nakawa division. The objectives of the study were: to establish the relationship between UPE input factors and the quality of primary education ; to analyse the relationship between UPE process factors and the quality of primary education; to analyse the relationship between UPE school environment factors and the quality of primary education in Nakawa Division, Kampala City. A descriptive and correlational research design using both qualitative and quantitative approaches were applied on a population of eighteen UPE schools, with a sample of two primary schools purposively selected from different parishes to represent the parishes in Nakawa Division. Two sampling techniques were used, namely, purposive sampling and stratified random sampling. A sample of one hundred and eighty seven (187) comprised teachers, pupils, head teachers, SMCs, DEOs, and parish education officers. Quantitative data on input factors gave a positive significant relationship with $r=0.207$, $p<0.05(=0.027)$; on school environment factors also gave a positive significant relationship with $r=0.293$, $p<0.05(=0.000)$, unlike quantitative data on the process factors which gave a negative relationship with $r=0.113$, $p>0.05(=0.161)$. It was therefore concluded that there exists a positive significant relationship between UPE input factors and school environment factors unlike process factors and the quality of primary education in Nakawa Division Kampala City. Thus for quality primary education, there is need for improvement in the UPE input factors, UPE school environment factors as well as UPE process factors. In addition, the researcher suggests areas for further research like teacher's welfare, assessing the school environment, assessing the external environment, assessing the quality of curriculum delivery, assessing the quality of management in the school and the extent to which it contributes to learner's achievement.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was an investigation of the factors affecting the quality of education in Universal Primary Education (UPE) schools in Uganda, a case of two selected primary schools in Nakawa division. These schools included Police Children School, and Ntinda primary school. UPE factors as the independent variable and quality of Education as the dependent variable. In this chapter, the following were presented; historical background of the study, theoretical background of the study, conceptual background of the study and contextual background of the study, statement of the problem, research objectives, research questions, hypothesis of the study, scope of the study, operational definitions, justification of the study and significance of the study.

1.1 Background to the study

1.1.1 Historical background

Universal primary education has its foundation in several international treaties and provisions. It is therefore very important to mention some of these major international treaties which have provided the fundamental and legal frameworks to provide free education in Uganda and other countries. The agenda was set by the 1948 United Nations Universal Declaration of Human Rights and was later adopted by the United Nations General Assembly. Article 26 of the declaration outlines the pledges and commitment of the member states for the implementation of free education as part of the human rights (Likando & Sakaria, 2013; Muthara, 2012) Within the declaration, States parties declared that education shall be free because everybody has got the right to attain education and to begin with, in the fundamental and elementary stages. They required that

education in the elementary stages shall be compulsory. It was also agreed that education shall be directed to the fullest strengthening of respect for human rights, fundamental freedoms and the development of the human personality (Mukunya, 2007; Nansozi, 2002).

In endorsing Article 26, it was agreed by UN member states that education in primary should freely be made available to all the children and therefore, be made compulsory. This was to be through the International Covenant on Social, Cultural and Economic Rights. However, it should be noted here that the United Nations Convention on the Child's Rights was adopted in 1989 before the UN International Covenant cited above. Therefore, Articles 28 and 29 agreed that let all the children have the right to primary education and it should be free. It was agreed that those countries that are wealthy should help the poor countries to achieve this. In addition, there was the World Conference on Education for All (WCEFA), which was held in 1990, Thailand, Jomtien, a landmark conference on education (Mikiko et.al 2009; Muthara, 2012). This was preceded by the declaration of the African Union in 1989 where it was agreed upon for every child to have a right to education. African states agreed that this education should be free and compulsory to all school going age children (Aguti, 2002; Mukunya, 2007; Nansozi, 2002).

The Millennium Summit in 2000 was organized by the United Nations as a result of the above developments. There was an agreement of achieving the eight Development Millennium Goals (MDGs) by the year 2015. Universal primary education was one of the goals set to be achieved by 2015. This particular goal was to be achieved through having children boys and girls alike everywhere, are not only enrolled but also have a chance to complete the primary school course fully (Mukunya, 2007; Nansozi, 2002). The UPE programme was welcomed by many sub

Saharan African countries but implementation has always been a big challenge as compared to other parts of the world. Early statistics showed that the literacy level in sub-Saharan African countries was at the average of 62% in 2001 compared to Latin America with 89%. In addition, African governments' commitment towards education especially primary education in terms of financing is still poor (Mahunda, 2013).

Research shows that Sub-Saharan African countries have got over 40 million children out of school, in South America a child expects to be in school for more than 12 years when attending formal schooling while a child in Burkina Faso or Niger cannot enjoy more than four years in the classroom (Verspoor, 2003). In Uganda's neighborhoods, it should be noted that many of these countries were not ready for implementation process. For instance in Malawi, which was the first among four countries (Malawi, Kenya, Lesotho, and Uganda) to work towards UPE in 1991, the policy however was controversial and yet it was not widely and openly discussed not until the 1994 election campaign. It was after this that it became a key issue and immediately thereafter elections when president made the announcement for the introduction of free primary education for all the grades in May 1994 and launched in September of the same year (Aguti, 2002; Mahunda, 2013).

In Lesotho, free primary education was introduced as early as in 1993 but political instability could not make it possible until there was restoration of political stability after the elections and the newly elected prime minister (former minister of education) in April 1999 announced that primary education would be free which left the ministry with only eight months to develop policy and plan implementation. The situation in Kenya, the 2001 Students' Act in which it was stated that the government should provide compulsory and free education hence in the year 2002 the new

government that was elected adopted free primary education and this turned into reality in the year 2003 (Mapheleba, 2013).

For Uganda, in particular, research shows that UPE existed earlier in 1996 where by the education white paper had been written, the Policy Review Commission had been created, and only left with the implementation. However, there was lack of focus on primary education, lack of resources, unrest, and political challenges on how far the implementation of the policy could turn into reality. In December 1996, the president wrote it in the government manifesto and shortly before the implementation, the UPE template was developed as an emergency plan.

Subsequently an Education Act of 2008 was enacted that domesticated many of the international treaties and covenants on education for which Uganda was a signatory. Among the key sections of the education act is one that makes primary education not only free but also compulsory for children of school going age (Mukunya, 2007; Nansozi, 2002). It should be noted that before UPE implementation in Uganda, public education was under-funded where by not less than 80% of the direct total costs of public primary education was being paid by families compared to some low income countries like Viet Nam (40.0%), Burkina Faso (41.3%). It is therefore against these arguments that President Yoweri Kaguta Museveni launched in December 1996 the Universal Primary Education (UPE) policy in line with the government White Paper on Education (Mikiko, 2009).

The government therefore committed itself to meet the cost of four children in each family and the parents were to meet the cost of exercise books, school Uniforms, and the meals. With this commitment, the education budget in general rose from 1.6% to 3.8% of the GDP from 1996-2004. The Government also increased the primary teachers in number by 41% and that is 103,331 teachers in 1997 to 145,703 teachers in 2004 with an increase in the number of schools by

41percent from 10,490 schools in 1997 to 14,816 schools in 2004(Mikiko, 2009; MoES, 1999; 2005, Bategeka, 2004).

On its inception, the UPE policy gave way to four children per family to receive free education in any of the schools that are aided by the government. But due to increased demand from many parents, who are said to have had more than four children and were forcing their way out. These would allocate the children to relatives, and sometimes reached an agreement with programme implementers to register them. Savage, Ssekandi & Chen (2005) contend that this made the government to revise the policy and announced that all school going children should access free primary education.

In Uganda, there has been increased public expenditure towards primary education as it can be seen in the table and the figure below with key indicators like pupil classroom ratio, pupil teacher ratio, and the PLE pass rates in the given years compared to the total education expenditure, total teaching staff expenditure and total capital expenditure in primary schools.

The table below shows the financial and non financial expenditure at primary level.

Table 1.1 Financial and Non-Financial Data at Primary Level

| | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|
| Total Educ. Exp | 932,877 | 1,027,752 | 1,289,593 | 1,403,021 | 2,085,751 |
| Total Teaching staff exp | 431,721 | 518,365 | 627,330 | 674,141 | 822,194 |
| Total Capital exp | 49,892 | 55,584 | 78,149 | 101,429 | 156,885 |
| Average Teacher | 2,504,138 | 3,058,145 | 3,676,078 | 3,633,244 | 4,299,795 |
| PTR (All schools) | 49 | 48 | 45 | 46 | 46 |
| PCR (All schools) | 58 | 57 | 57 | 57 | 59 |

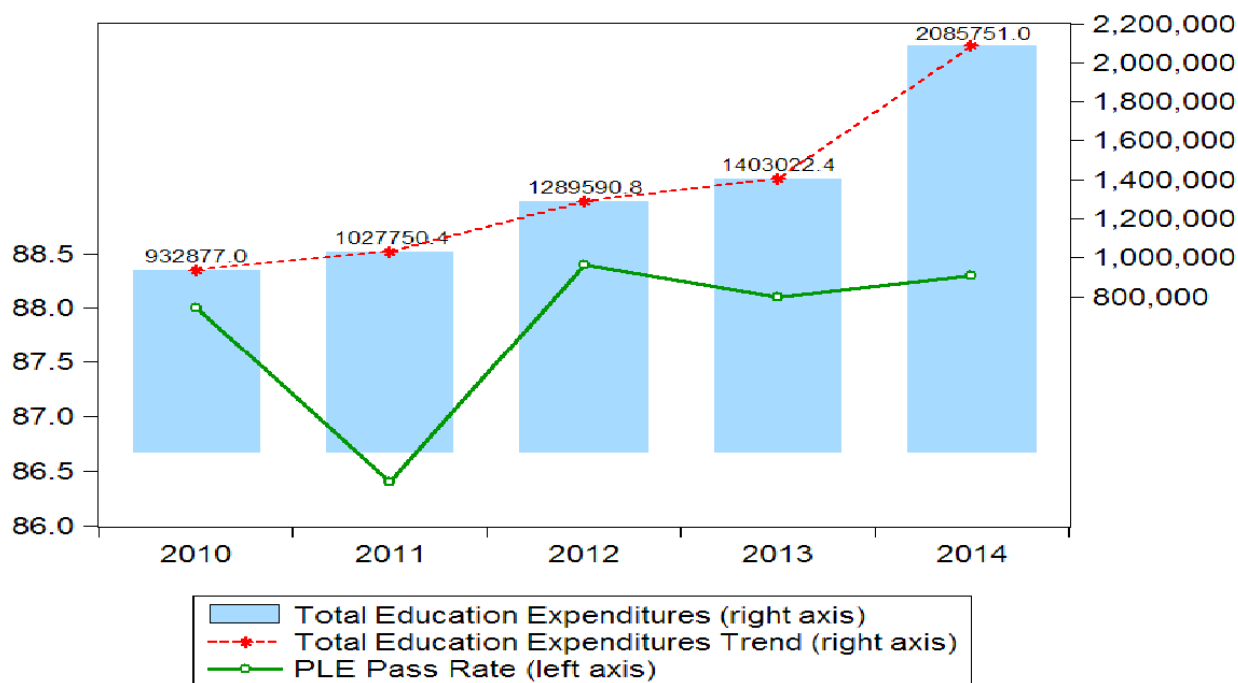
Source: NEA data 2009/10 - 2013/14

Key:

PCR: Pupil Classroom Ratio

PTR: Pupil Teacher Ratio

The figure below shows the total expenditure on primary education in comparison to the PLE pass rates



Source: NEA data 2009/10 - 2013/14

Figure 1.1 Comparison of Total Expenditure on Primary Education to PLE Pass Rate

PLE pass rate is presented as the percentage of pupils who passed PLE in relation to those who sat for the examinations. PLE pass rate from the figure above fluctuated over the years with a significant drop of 1.6percent in the financial year 2010/11 when compared to the total expenditure on primary education that increased over the years.

Therefore the quality of education to be attained remains a puzzle despite all the efforts made to achieve it. This is because at all educational levels, primary level inclusive, it has become a global agenda to strengthen the quality of education. This is because the quality of basic education equips individuals with the requisite basic life skills and not only preparing them for the next educational levels (Umar, Safdar, & Riasat, 2009). This is so because achieving education for all required that

issues of education quality become integral as one cannot be achieved without the other (Sakaria & Likando, 2013).

1.1.2 Theoretical perspective

The study was guided by the Resource Theory advanced by Alexander W. Astin (1999) which focuses on a number of ingredients that can enhance student learning such as human resources (well-trained faculty members, support-personnel and counselors) physical facilities (libraries, laboratories, and audiovisual aids), and fiscal resources (financial aid, endowments and extramural research funds).

The Theory stipulates that in case adequate resources are put together in one place, then pupil development and learning will take place considering some of the resource measures such as pupil-teacher ratio where by the lower the ratio, the greater personal development and learning will take place, the higher the proportion of “high-quality” teachers in the school, the greater will the educational environment be strengthened (Astin, 1999). It is therefore such ingredients among others in the UPE schools that the researcher intends to employ to measure and analyze their impact on the quality of education.

1.1.3 Conceptual perspective

This study focused on the factors affecting the quality of education in Universal Primary Education schools in Uganda hence the following concepts; input factors, process factors, school environment factors, and quality of education were defined.

According to Alice (2012) quality education refers to an improvement in all the aspects of ensuring excellence and learning so that measurable and recognizable learning outcomes are achieved by

all the learners in areas especially numeracy, literacy, and other life skills that are essential and necessary for responsible living like appreciating and being accommodative of others.

According to the hand book for school inspectors (ESA), input factors refer to the amount of any resources allocated and applied in the education system like school buildings, instructional materials, teachers and the curriculum.

Process factors refer to how the activities like teaching, learning and management are undertaken to make learning happen (ESA).

School environment factors refer to the quality of buildings, classrooms together with the teaching spaces like comfort (lighting, ventilation and others), safety, cleanliness, state of repair, security among others (ESA).

The study observed that though there have been some improvements in school resources and inputs, the quality of primary education based on output factors has remained far from satisfactory (Sadequl, 2009).

UPE is a program that provides free primary education to all the children of the school going age. One of its objectives is to deliver quality education and the study focused on some of the factors through which UPE extends and assures quality education. These included the input factors which comprised of school infrastructure, instructional materials (scholastic materials) and funds (Astin, 1999); process factors which comprised of (supervision, assessment, pupil automatic promotion, teaching methods) and the school environment factors (friendly or harsh environment for example lighting, ventilation and cleanliness) (ESA) where emphasis should be on quality at each of these levels. Quality of education in the study referred to the achievement of the UPE set objectives with dimensions as completion rate and academic performance (Astin, 1999).

1.1.4 Contextual background

Nakawa Division is one of the five administrative divisions of Kampala, the capital city of Uganda. It lies in the eastern part of the city and it comprises of 23 parishes with 18 UPE schools which are found in the 13 parishes out of the 23 parishes in Nakawa Division (schools in Nakawa Division as per Parish 2016: Nakawa Division Education office). Residents in Nakawa Division have accessed education facilities through government programs such as UPE which aimed at providing primary school education for all. In all the parishes in Nakawa Division, residents have reported that most children attend school however, there is need for more and more affordable schools (Kampala Slum Profiles: Nakawa, page12).

In Nakawa, parents perceive UPE to be good in reducing financial burden of school fees, reduced demand of income from their children; they also perceive UPE not to be completely free because of the additional costs like scholastic materials and uniform which is supposed to be provided by parents. Another concern from some parents is the inability to gain returns from education and the quality of education which is said to be very poor in UPE schools (Tumwebaze, 2007). Therefore, Nakawa Division being an urban area was selected basing on the past trend of studies in rural areas in line with the quality of education.

It has been realized that the performance of pupils has been equally affected as a result. Therefore, UPE should be free whereby the hidden costs are paid by the government and be made compulsory by law to ensure that all children are taken to school together with sensitization of parents.

As a reform, UPE was overloaded with increased influx of children to schools, training of teachers and recruitment, curriculum reform, infrastructural development, improvement in teacher's welfare which has caused doubt about the quality of primary education offered by UPE schools

and hence the need to assess how UPE program relates to the quality of primary education in Nakawa Division, Kampala City.

Table 1.2 presents the urgency of the study taking a look at the academic performance (PLE grades) in the entire Division. For example, those passing in the first grade are few compared to those passing in second and other grades considering the total number of candidates registered.

Table 1.2: Details of PLE Analysis in Nakawa Division for the year 2014

| | | | %age |
|---|-------------|-------------|------|
| Total number of candidates registered. | 2392 | 2730 | |
| Percentage passes | Boys | Girls | |
| Division 1 | 832 | 736 | 30.6 |
| Division 2 | 1210 | 1475 | 52.4 |
| Division 3 | 174 | 262 | 8.5 |
| Division 4 | 99 | 144 | 4.7 |
| Division X | 31 | 46 | 1.5 |
| Division U | 46 | 67 | 2.2 |

Source: Directorate of Education and Social Services, PLE Report for 2014 in Nakawa Division

Below in Tables 1.3 and 1.4 is some of the primary leaving examination results analyzed for some selected UPE schools in Nakawa Division for the two years (2014 and 2015). The academic performance in each of these schools was poorly the same for those passing in the first grade where by the number only increase in the second grade for both boys and girls.

Table 1.3 below shows the academic performance of pupils (PLE results) from different selected schools in Nakawa Division for the year 2014.

Table 1.3: PLE Results for 2014 in Nakawa Division as per selected schools

| School | D1 | | D2 | | D3 | | D4 | | DU | | DX | |
|----------|------|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| School A | 3 | 7 | 47 | 54 | 7 | 16 | 3 | 4 | 1 | 1 | 1 | 0 |
| School B | 4 | 6 | 28 | 34 | 9 | 14 | 9 | 2 | 5 | 3 | 1 | 0 |
| School C | 4 | 1 | 23 | 32 | 4 | 16 | 4 | 5 | 0 | 0 | 0 | 0 |
| School D | 6 | 5 | 23 | 24 | 6 | 9 | 4 | 4 | 1 | 3 | 1 | 0 |
| School E | 3 | 0 | 16 | 18 | 0 | 4 | 0 | 1 | 0 | 1 | 0 | 0 |

Source: Directorate of Education and Social Services, PLE Report for 2014 in Nakawa Division.

Table 1.4 below shows the academic performance of pupils (PLE results) from different selected schools in Nakawa Division for the year 2015.

Table 1.4: PLE Results for 2015 in Nakawa Division as per selected schools

| School | D1 | | D2 | | D3 | | D4 | | DU | | DX | |
|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |

| | | | | | | | | | | | | |
|----------|---|---|----|----|----|----|----|----|----|---|---|---|
| School B | 3 | 3 | 27 | 26 | 9 | 13 | 8 | 6 | 12 | 5 | 0 | 0 |
| School A | 1 | 0 | 21 | 10 | 11 | 15 | 12 | 17 | 3 | 2 | 1 | 1 |
| School D | 4 | 4 | 9 | 29 | 7 | 9 | 7 | 6 | 4 | 4 | 0 | 1 |
| School E | 0 | 0 | 9 | 4 | 3 | 10 | 4 | 5 | 1 | 0 | 0 | 0 |
| School C | 1 | 1 | 21 | 21 | 7 | 17 | 9 | 10 | 0 | 3 | 1 | 1 |

Source: Directorate of Education and Social Services, PLE Report for 2015 in Nakawa Division.

1.2 Statement of the Problem

Primary education is vital especially for the development of the child at early ages (Tooley and Dixon, 2005). Universal access to and provision of education has become an international development goal and over the past few years, administrators all over the world, policy makers and educational planners have increasingly become concerned with the quality of education being provided by the school system, (Anderson's study 1999 as cited in Byamugisha and Keiichi, 2010). Research shows that our primary schools in the nation are not actually preparing pupils with the intelligence, problem-solving skills and the technical know-how needed to help them live and solve day to day problems (Byamugisha and Keiichi, 2010). In addition, Byamugisha and Keiichi (2010) continue to argue that schools have not clearly prepared Ugandan pupils to increase human capital capacity and competitiveness of the country.

It should be noted also that pupils' achievement has a bearing on the economic growth and this has led to attempts both in Uganda and internationally to understand better the determinants of pupil achievement where by the quality of education is a key parameter for the assessment of the performance of any educational system (Byamugisha and Keiichi, 2010). The Government of

Uganda has endeavored to ensure success of UPE programme by taking over community schools hence increased schools from 17679 in 2012 to 17899 in 2013, provided text books and computers (Busingye, 2014), instituting complementary financing measures where by the Uganda's education sector investment plan makes it mandatory to fund primary education as a must with not less than 65% of the education budget (Busingye, 2014). In addition, the classroom construction grant (CCG) programme was put in place; curriculum was reviewed to improve the quality of education like the introduction of thematic curriculum for lower primary classes (NCDC, 2006). With all these efforts and improvements, it is important to understand why knowledge and skills acquisition has not registered similar improvement that the performance of Ugandan pupils has instead increased the observer's face with more wrinkles about the education sector (Byamugisha and Keiichi, 2010 & UWEZO report 2013 as cited in Talemwa, 2015).

Therefore, Nakawa Division being in an urban setting different from the past studies carried out in rural areas, the researcher sought to investigate some of the factors affecting the quality of education in UPE schools in Nakawa Division, Kampala City namely; UPE input factors, UPE process factors and UPE school environment factors because if the problem of low quality primary education goes unattended to, the country is likely to have high levels of poverty, illiteracy, crime rate, high spread of diseases like HIV/AIDS, unemployment, and poor nutrition.

1.3 Purpose of the study

The purpose of the study was to establish the relationship between input factors, process factors, school environment factors and the quality of education in UPE schools in Nakawa Division, Kampala City in Uganda.

1.3.1 Specific objectives of the study

The study specifically focused on three objectives

- i. To establish the relationship between UPE input factors and the quality of primary education in Nakawa Division, Kampala City.
- ii. To analyse the relationship between UPE process factors and the quality of primary education in Nakawa Division, Kampala City.
- iii. To analyse the relationship between UPE school environment factors and the quality of education in Nakawa Division, Kampala City.

1.4 Research Questions

The study specifically focused on three questions that guided the research

- i. What relationship exists between UPE input factors and the quality of primary education?
- ii. What is the relationship between UPE process factors and the quality of primary education?
- iii. What is the relationship between UPE school environment factors and the quality of primary education

1.5 Hypotheses of the study

The study was guided by three alternative hypotheses

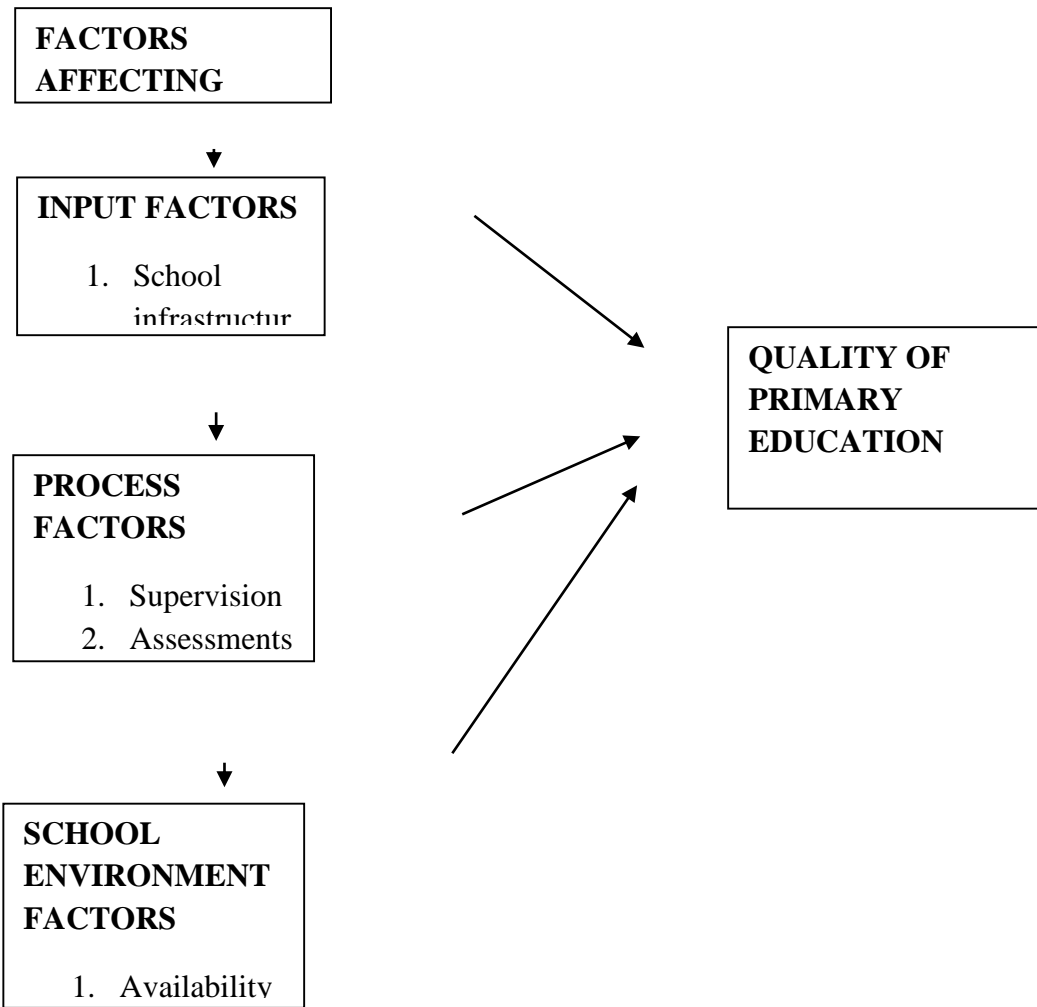
- i. There is a significant positive relationship between UPE input factors and the quality of primary education.
- ii. There is a significant positive relationship between UPE process factors and the quality of primary education.
- iii. There is a significant positive relationship between UPE school environment factors and the quality of primary education.

1.6. Conceptual Framework

This research was to analyse the relationship between UPE and quality of education in Nakawa Division. The independent variable comprised the following dimensions: input factors, process factors and school environment factors of UPE and the dependent variable comprised of the output/quality indicators of UPE: completion rate and academic performance. The researcher sought to present the relationship between these independent and dependent variables in figure 1.2 below.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE



Source: Adopted from Alexander W. Astin (1999), ESA (modified by the researcher)

Figure 1.2: Conceptual Framework

The framework in figure 1.2 presented UPE programe factors like inputs, process factors, school environment factors that work as catalysts and complement each other to obtain quality outputs. The input factors included school infrastructure, instructional materials and funds. The infrastructure helped to determine the teaching learning environment which affects the outputs like

performance and completion rates of pupils and hence affecting their learning gains. The availability of enough teaching learning materials, and proper funding, gave quality results hence quality education.

In addition, process factors included monitoring, assessment, pupil automatic promotion and teaching methods which resources need attention to achieve the best output of quality education.

Also school environment factors affect the quality of primary education in terms of friendly and harsh environment where this study thought to explore among others the lighting, cleanliness and ventilation factors. The availability of these lighting, cleanliness and ventilation was to reveal a friendly environment where absence of these was to confirm a harsh environment.

The outcome factors as indicated in the framework included completion rates and academic performance (UPE grades) as some of the quality dimensions that the study thought to address.

However, there were intervening variables which were beyond the scope of this study like the welfare of teachers, their availability, their qualification, teacher pupil relationship where all these contribute a lot towards the quality delivery of services and hence quality outputs of primary education in Nakawa Division.

1.7 Significance of the study

This study may help the UPE stakeholders especially the Government in understanding issues surrounding UPE in the region. This would help policy makers come up with good ideas and strategies which would increase the value and quality of learning in UPE schools. The Ministry of Education and Sports (MoES) may base on this study to design policies towards promoting the free education which is as well of good quality.

This study will be helpful in that the factors of quality of education could be used by the ministry to measure the quality of primary education in other areas of Uganda, where UPE is being implemented.

The Government of Uganda in general, would benefit from the study in the development of education policies aimed at improving quality of education being provided in UPE schools. This would go a long way in establishing campaign programs directed towards enhancing the quality of primary education in Uganda.

Scholars and academicians will benefit from the findings by enriching their field of knowledge and in addition for literature review during their further studies. The researcher will gain more knowledge and skills on undertaking scientific inquiry on challenges that affect her own society.

1.8 Justification of the study

Asimwe (2015) in his research argues that even those who manage getting some elementary skills in primary education are half baked (semi-skilled). This is enough to justify the urgency of the study because a half-baked person is more dangerous than one who is not baked at all. In addition, such a person cannot compete in the world market of jobs considering their standards of education. An example is a comparison of colleagues who attain their elementary education from private schools where competition is the order the day, they become more competitive in world market because of the quality of the foundational education that they get than those from UPE schools (Assimwe, 2015).

In addition, primary education is a fundamental stage in the education cycle where by the type of education that a child attains at this early stage matters a lot. That is to say, if a child attains poor foundation in the early stage of the education cycle, then it becomes clear that the child's education life is most likely to be a mess. Therefore, the study is carried out to analyze the status of the

quality of primary education and get recommendations or solutions where possible. This is because if the poor quality of education continues in this area, it is most likely to result into deterioration in the well-being of the community, characterized by poverty, illiteracy, youth unemployment due to lack of elementary skills.

1.9 Scope of the study

1.9.1 Geographical Scope

The study was carried out in the geographical area of Nakawa Division in an urban setting which lies in the eastern part of Kampala town. Kampala is a capital city in Kampala City found in Uganda-East Africa. Nakawa Division comprises of 23 parishes and 18 UPE schools and out of these, two UPE schools were selected to represent the rest in the Division.

1.9.2 Content Scope

The study thought to investigate UPE programme in Nakawa Division, Kampala City as the independent variable with input factors, process factors, and school environment factors. The quality of primary education as the dependent variable. This was done by analyzing completion rates and academic performance as some of the major factors of quality education.

1.9.3 Time scope

The study considered seven years of schooling that is from 2008 up to 2014 because seven years were ideal for the study to analyses the quality dimensions like completion rate and academic performance (PLE grades) to determine whether the UPE programme is attaining the objectives for which it is being implemented. This period also set in the position to analyse the academic performance of UPE graduates who enrolled in 2008 and completed in 2014 by sitting the primary leaving examinations.

1.10. Operational Definitions of key terms and concepts

Input factors: Means resources allocated and used in the UPE programme like the school infrastructure, instructional materials, and funds.

Process factors: Denotes to the supervision, assessment, pupil automatic policy and the teaching methods of teachers in the UPE programme.

School environment factors: This in the study denotes to how friendly or harsh the environment is by looking at the state of lighting, ventilation and cleanliness (ESA)

Output: Implies the scale of measure of the quality factors in the study. That is, completion rate and academic performance

Quality of Education

In the study, this denoted to the goodness of completion rate and academic performance (PLE grades) in Nakawa Division Kampala City

Funding: This meant the ways under which UPE schools in Nakawa Division are financed, the percentage of the funds extended and the timeliness of these funds.

Supervision: This referred to the monitoring of the implementation of the UPE programme, monitoring head teachers, teachers and pupils in schools in Nakawa Division.

Infrastructure: This meant the learning environment including the classrooms, libraries, toilets, and others in UPE schools in Nakawa Division.

Assessment: This referred to the evaluation of the implementation of the UPE program, assessment of teachers and pupils in schools in Nakawa Division.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presented a review of literature on UPE and the quality of primary education as written by other researchers in the area of Universal primary education as well as quality of education. This chapter presented the theoretical review, the conceptual understanding of quality education and quality of education, relationship between UPE input factors, process factors, school environment factors and the quality of education (completion rate and academic performance [PLE grades]) and the summary of the literature reviewed. The main purpose of a review was to establish the academic and research areas that are related and relevant to the study and to identify any gaps to be addressed by the study. The chapter presented theories underpinning the study and the literature related to the objective of the study was presented. The sources of literature were working papers, journals, internet, dissertations and also text books

2.1 Theoretical review

This section presented the Resource Theory that guided the study. The Resource Theory which is an offshoot of the Student Involvement Theory as proposed by Alexander W. Astin in 1984. The Resource Theory focuses on a number of ingredients which are believed to enhance pupil learning and these include fiscal resources (endowments, financial aid, and extramural research funds), human resources (support-personnel, counselors and well-trained faculty members) and physical facilities (laboratories, libraries, and audiovisual aids).

The Resource Theory puts it that when adequate resources are put together in one place, then pupil development and learning will take place. However, the two theories (Resource and student involvement) are seen as complementary in their approaches as they both try to focus on the output of an input. As the Resource Theory is focusing on bringing adequate resources together to realize pupil learning, the student involvement theory is focusing on the amount of psychological and physical energy that the pupil devotes to their academic experience which is believed to be directly proportional to the quantity and quality of pupil that are involved in the program (Astin, 1999).

However, Astin (1999) goes ahead to argue that the Resource Theory does not pay attention to the use of resources but rather focuses on the accumulation of such resources. Take an example of a multimillion-volume of library where the administration may neglect the supervision of whether pupils make effective use of the library. In the same way, having recruited a well-trained teacher, the school is likely to pay minimal attention to analyse whether the new teacher effectively works with pupils (Astin, 1999).

The Resource Theory is relevant to the study in that it focuses on bringing resources together which are the input factors in this study. However, Astin's (1999) argument about the theory continue to guide the study that it is not a matter of bringing these resources together but rather, efficient and proper use of them through the process factors like supervision will bring about quality outputs (quality of primary education) in Nakawa Division.

2.2 Conceptual Review

2.2.1 The concept of Quality Education

It is generally very hard to define the term quality because it has different contexts in which it is used and therefore problematic to give a difference between the terms effectiveness and quality

for they are closely related. Harvey and Green (1993) submit that quality is a relative concept which means different things to different people, and that conceptualizations of quality may be adopted differently by the same person depending on different contexts. This therefore, raises the question of ‘whose quality?’ They state that “quality can be viewed as *exceptional*, as *perfection* (or consistency), as *fitness for purpose*, as *value for money* and as *transformative*” (Harvey and Green 1993). In the traditional sense, quality implies something special or ‘high class’, distinctive, high standards and *exclusivity*. Oxford Dictionary (2012) has defined the term quality as “the standard of something as measured against other things of a similar kind; the degree of excellence of something”. The description of ‘quality education’ advanced here was important to this study as the researcher thought to establish whether the standard of UPE in Nakawa Division had reached a level of excellence to be said of the desired quality. Analysis of input resources and output factors in UPE schools in the division was one way in which the study revealed whether or not UPE programme in the division has been purposeful and bringing about the envisaged transformation at its conception.

From an educational perspective, Heneveld (1994) argues that quality in primary education has to do with how it is taught, what is taught, in what setting and to which children. This research intended to analyse the input factors, process factors and environmental factors that influence the quality of UPE in Nakawa. Process factors related to what Heneveld (1994) describes as ‘how it is taught’, just as his description of the education setting relate to the environmental factors that are to be critically evaluated in this study. Heneveld further contends that it is very easy to tell when the quality of education improves and that what is sought is “qualitative change.” In contrast, effectiveness refers to the outcomes of education, to what children learn. These often include test scores as a measure of the knowledge and skills acquired through schooling, as well as other skills,

attitudes and values which schools seek to impart. Astin (1999) argues that in order to attain quality, input resources should be put in one place. However, Marais (2008) maintains that attaining quality in an organization depends on the leader, who should create a culture for continuous improvement. The search for quality in school calls for improvement in all aspects of education, improving the quality of learning and teaching and striving to achieve excellence in classroom assessment practices, teamwork and good leadership.

Heneveld (1994) identifies four kinds of pupil outcomes as the indicators of quality and effectiveness, namely social skills, academic achievement, participation in school through to completion and economic success after school. But Astin (1999) believes that to have these outcomes, there should be resource measures like pupil teacher ratio in that when the ratio is lower, the greater will personal development and learning take place. Astin (1999) continues to suggest that the higher the proportion of high quality teachers in the school, the greater will the educational environment be strengthened and hence quality outcomes. The four categories of pupil outcomes as indicators of quality and effectiveness of education are the benchmarks that the researcher applied in the study of UPE in Nakawa Division. The researcher's analysis of quality of UPE schools in this division was based on these indicators qualified by Astin (1999) and Heneveld (1994).

The difficulties in making statistical multiple dimensions of quality of education have made practitioners and researchers to rely on other several proxy indicators like: the dropout rate, student-teacher ratio, the completion rate, internal efficiency rate, the repetition rate, the number of contact hours involving teachers and students, the survival rate and the Gender-Parity Index (Mahunda, 2013). In analyzing the relationship between education in Universal primary schools

and the effect it has brought on quality of education in the selected schools, some of these criteria were used as the set standards in measuring the level of excellence attained by UPE schools in Nakawa Division.

It was argued that the level at which inputs can improve quality was directly related to the level at which teachers can effectively use these inputs to improve the learning and also the teaching process. Therefore, the process factors like assessment and supervision matter a lot in complementing the input factors to get quality outputs. Here, the interaction of teachers and pupils in the teaching-learning process counts in order to optimize pupil's abilities and chances to learn more normally and therefore if classroom conditions permit, that is lesson content fully mastered by the teacher, pupil- centered methods of instruction, an orderly and calm learning environment, together with the required basic materials in place for pupil exercises and activities. It may also mean relevant teaching and therefore an error-free content together with the absence of fear among the pupils (Mahunda 2013; Vermeulen; 2013). However, Umar, Safdar, and Riasat (2009) emphasize that when quality at each level of the educational process from a standard setting, teacher training, teaching-learning process, learning environment, monitoring and also assessment is ensured, then quality of education can be achieved. Such input factors explained here by Mahunda (2013) and Vermeulen (2013) are relevant issues that the researcher thought to establish of their availability in UPE schools in Nakawa division, and further analysed how they contribute to effectiveness and quality of UPE programme.

All these factors provided a strong platform for the realisation of quality outputs as it is clearly shown in the conceptual frame work 1.2.

The conceptual framework clearly shows that there is a relationship between UPE factors (input factors, process factors and school environment factors) and the quality of primary education.

Effective use of the inputs will lead to quality output. There is also need for supervision of the teaching and learning process and the entire programme to ensure quality of education. Madina (2010) contend that the ministry in charge of education needs urgently to focus more on the supervision of teachers to compel them to attend to their duties. Assessment of the teaching methods, learning environment, how well the school is managed and how well the programme is implemented will contribute to the delivery of quality education. Once there is quality learning, more pupils will be enrolled and sustained and the reverse is true as dropout of pupils and low completion rates will be on the increase if pupils and parents do not realize quality gains out of school. The quality of education given to pupils will determine their performance.

In all, the school environment where the UPE programme is being implemented has got an effect on the quality of education. In line with the above conceptual framework, are Cheng 1996a, Cheng and Tam's study 1997 as cited in Cheng and Yin Cheong (2001) who assert that in order to manage, understand and ensure quality of education, there are eight education quality models that can be used. In particular, the process model, the goal and specification model, and the resource-input model. In this case, the study was supported by the resource-input model. Quality assurance can be defined as the efforts that are made to ensure the different kinds of quality resource inputs and the appropriate environment that is available to education practices and services. In this, quality education factors include qualified staff recruited, high quality pupil intake, equipment and better facilities (pupil classroom ratio, pupil text book ratio), good staff pupil ratio and also more support from finances procured from the sponsoring body and any other agents from outside and the central education authority. The indicators identified by Cheong (2001) were very important as well to this study as they provided the benchmarks upon which the researcher determined whether or not UPE is delivering quality education to the clients in Nakawa division. Effort was made to establish

measure and analyse whether these resource inputs exist, in what quantities among the UPE schools that were selected in Nakawa Division.

2.3 Related Literature Review

2.3.1 Relationship between UPE input factors and the quality of primary education

The struggle for quality in UPE requires that the reality on ground be in line with what is understood by pupils in particular, parents and clients. The moment parents realise that their children have little that they are learning, this will discourage them from sending their children to school (Muthara, 2012).

According to Rutaremwa and Bemanzi, (2013), enrolment figures shot up from approximately 2.5m in 1996 to approximately 6.6m in 2000 and in the year 2012 it shot up to 8.3 million after the launching of UPE. This massive increase in the number of pupils immediately created a problem of space in classrooms affecting the quality factor of pupil class room ratio. However though the Ministry of Education and sports soon began on the project of constructing more schools and also providing instructional materials, this has still not been enough to provide quality education in terms of pupil text book ratio, as it has been acknowledged by the Ministry that the raise in the number of schools has not been at the same level at which the number of students has increased (Deininger, 2003). Secondly, the quality of education that is offered in the schools in Uganda has been affected by such developments say in the case of Nakawa Division Kampala City. There are fears that the increasing numbers of pupils in schools without facility expansion, increase in number of teachers, and teaching/learning materials have compromised the quality of education. There has been no thorough studies carried out, however, the Ministry of Education and Sports voiced this concern when it gave a report saying that the high pupil-teacher ratio after the introduction of UPE, could have probably affected the quality of teaching (Aguti, 2002).

Therefore, the study addresses the gap because it found out that only when there is a close correlation between pupils' intake and the facilities that make learning possible, that quality will be got than just bringing resources together without marching them and effectively using them (Aguti, 2002). Otherwise, the results will be unsatisfied pupils and teachers who are disgruntled with little learning and teaching taking place hence the quality of education will be affected in the Nakawa Division Kampala City.

Looking at UPE funds where lunch is not included and for the children who come from poor families and cannot really afford lunch, always miss afternoon classes in search for what to eat hence affecting their learning abilities as well as the quality of education. In addition, the capitation grants are given basing on the size of the school (number of pupils) which put smaller schools at a disadvantage to maximize the limited resources to get basics like non-textbook materials. In this case, the study found out that actually grants always take time to reach schools affecting the school plans and hence the quality of education (Kakooza, 2003).

On the other hand, Muganda (1999) has also made some observations that the employment of teachers who are under-qualified in primary schools has affected the quality of education and also led to some of the negative effects because the motivation of children to enroll and also remain at school is directly influenced by the quality of teachers. Authors like Muganda (1999), Kakooza (2003), Aguti (2002), Muthara (2012), as well as Rutaremwa and Bemanzi, (2013), present convincing arguments with regard to the relationship between input factors and quality of primary education. The limitation associated with these authors is that all their studies are presented in generality to the UPE programme nationwide. Certainly there could be exceptions and differences along the rural-urban divide. This study being carried out in the urban setting of Nakawa division

comes at a time to prove or confirm that the situation is the same or different between rural and urban UPE schools.

2.3.2 Relationship between UPE process factors and the quality of primary education

Assessment of the teaching learning process like the teaching methods, mastery of content, classroom interaction between the teacher and the pupils contribute a lot to the quality of primary education. UNESCO (2004) puts it that the universal participation of children in education depends on the quality of education that is offered. The question of how much students learn and how well they are taught, can have a significant effect on their stay in school and regularity of their attendance. To this note therefore, the study proved that when a school is dysfunctional, with teachers who are incompetent and often absent from work, parents may not see it necessary to send their children to school (Mapheleba 2013) hence leading to dropouts. This is a result of lack of proper supervision in schools by inspectors of schools, head teachers to teachers and teachers to pupils.

UNESCO (2004) further observes that, the judgments made by parents about the quality of learning and teaching provided will determine whether parents send their children to school at all. That is, the status of pupil teacher ratio, pupil class room ratio and it will be upon this that parents will continue sending their children to school and hence affecting the sustainability of pupils in schools in Nakawa Division. Therefore, the study in its findings confirmed that if the performance of the children at school does not seem to determine their future, then children are most likely to look for alternative attractions outside the school (Muganda, 1999). The concept of 'drop out' is vital in ascertaining the quality and effectiveness of any education programme. This concept of drop out was applied to Nakawa division UPE schools, with the objective of establishing numbers of pupils who complete the primary school cycle bearing in view that education is provided free

by government. Again very often factors for drop out of pupils in the UPE programme have always been generalized countrywide. This study seeks to establish these factors and analyse the magnitude to which they affect pupils' drop out specifically in an urban environment like Nakawa division.

Assessment and monitoring are the process factors affecting the quality of education in UPE schools and Nakawa Division having 18 UPE schools, is likely to face some of the UPE challenges arising from supervision and assessment. In support of this is Kakooza (2003) who asserts that the action would be of great importance in improving the quality of primary education but, the ministry of education and sports depends on monthly monitoring data which is sometimes incorrect by mistake or intentionally given by head teachers because of unknown reasons. Therefore, the study addresses this gap because it found out that those that make education policies base on wrong information to plan for the schools hence taking decisions that do not work for the school system to improve the quality of education (Kakooza, 2003).

Therefore, David (2003) advises that let emphasis be on the learning acquisition and not only on the environment in schools and policy makers need to advance means of monitoring, evaluating and assessing learning achievements if quality is to be attained. Akim (2003) contends that improving monitoring together with supervision by the inspectors of school from the district and motivating the teachers to work in public schools, say in difficult to live in areas and rural areas, will be good strategies to sustaining progress and achieving quality of education in Nakawa Division, Kampala City.

In addition to the UPE automatic promotion policy (UNEB, 2002), and the advice of some parents , children have stayed away from school to doing domestic chores which has lowered the quality

of attainment and forcing teachers to make such poor pupils to repeat classes. This calls for research and investigate how best the policy of automatic promotion can be of help to gain quality education and not lower it. It is to this note that the study in its findings confirmed that improvement in the quality of learning requires attention to the causes of low learning in school than just automatic promotions. That is, there is need to specify a policy framework so that strategy is made for implementing automatic promotion otherwise, this undermines the progress to be made in future, and that, that has already been made so far in the search for quality of education (Akim, 2003)

Samuel, also a teacher at Buganda Road Primary School in Kampala city condemns automatic promotion of pupils in the name of saving government resources (Busingye, 2014). Nakawa division having the 18 UPE schools in Kampala City is likely not to escape some of these UPE challenges experienced in the area as teacher Samuel acknowledges that the practice of automatic promotion is doing more harm than good. Therefore, research in Nakawa Division was carried out such that some of these challenges are given attention in time. This is because, if there is no proper supervision/monitoring, assessments, proper implementation of automatic promotions, proper use of the resources then the quality of education like completion rates and academic performance (PLE grades) will be greatly affected as a result.

2.3.3 The relationship between UPE school environment factors and the quality of primary education

The achievement of pupils has significantly reduced as a result of air temperatures above 77 degrees F. This does not only affect performance but general physical health of children with signs of sensory irritation and mental fatigue. Therefore, there is need for increased ventilation rates in the buildings and increased levels of fresh air intake so that pupils remain concentrated on the task

of learning (Jeffery, 1999). The study found out that schools that have failed to create a conducive atmosphere for teaching and learning and provide the necessary learning facilities may find it hard to give the best to their pupils especially in the area of academic achievement (Wayne, 2015). As result, it has been poor academic achievement of pupils in many primary schools. Jeffery (1999) also affirms that performance is related to lighting levels that scores in reading speed and accuracy are always higher in an extremely bright than in dim environment. He adds that in the school environment, noise from within and outside the learning environment can have major effects on pupil achievements. Tanner (2009) is in agreement when he argues that there is need to give priority to the school lighting system in the total educational environment as a vital element. Therefore, study findings proved that the lighting in a classroom plays a specific critical role for it has got a direct relationship between good lighting and pupil's performance because of the discomfort of pupils resulting from bad lighting (Tanner, 2009).

Shamaki (2015) argues that education achievement is likely to be determined by the idealness of the learning environment. Therefore, clean, quiet and comfortable environment are important components of learning environment like good atmosphere which varies in regions and schools, lighting and noise control, provision of furniture, ventilation and others. According to Stephen (2015), the buildings, laboratories, play ground, libraries, equipment, classrooms, instructional materials, furniture constitutes the school physical environment where by planners in educational are more interested in issues to do with pupils' infrastructural facilities (school buildings and classrooms), number of teachers, number of schools, with less attention given to the quality of the environment that can actually play the role of attracting parents and friends of the institutions of education as a result of their judgments about the quality of what goes on in the school initially.

It is therefore important that management of the school provides sanitation like well cleared grasses, planting of trees, flowers and maintaining lawns so as to improve the quality of life as well as study environment (Stephen, 2015). It is on such grounds that Stephen (2015) emphasizes that for a nation to experience real growth and development; it is required to clearly define development strategies that allow intensive utilization of resources that are available. It is to this note therefore, that research in Nakawa Division was carried out so that some of these challenges are given attention in time. This is because, if there is no attention given to school environment like lighting, ventilation, cleanliness and the entire proper use of the available resources, then the quality of education like completion rates and academic performance (PLE grades) will be at stake.

2.4 Summary of Literature Review

The literature revealed that there has been much done to establish the relationship between UPE and the quality of education in primary schools in Uganda. This has been mainly at an aggregated national level, which does not reflect the actual situation with Nakawa Division. Secondly, attention has been put on the rural based schools with parents and learners of relatively lower economic status. Therefore, the effect of UPE on the quality of primary education in Nakawa division with unique characteristics, one of which is being in an urban environment has not received specific attention. Secondly mostly many parents in this urban environment are engaged in some economic activities that bring them money to meet some of the costs associated with free education.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter highlights how research was carried out in the two selected primary schools in Nakawa division, Kampala City to represent the UPE schools in the division. The research presents the research design, study population, sample size, sampling procedure, data collection methods, procedure for data collection, data analysis, validity and reliability and measurement of variables.

3.1. Research Design

The study followed a descriptive and correlational research design using both qualitative and quantitative approaches. A descriptive research is concerned with describing the characteristics of an event, providing information about the population by describing the what, why, how, when and where of the situation at a given point in time (Amin, 2005). The correlational research design is concerned with the relationship between the two variables. This research aimed at assessing the relationship between some of the UPE factors and the quality of primary education in selected schools in Nakawa division, Kampala City. The study was concerned with describing the situation of access to quality primary education in terms of completion rate and academic performance.

3.2. Study population

The study population was the 18 UPE schools in Nakawa Division. The population included one education officers from the division, eighteen head teachers, twenty three parish officials, eighteen CMCs and these were selected purposively because of their experience, expertise and strategic positions in the administrative and management system of the education sector in Nakawa Division, teachers and pupils and these were selected because they were in position to provide

information to the study as stake holders. The UPE schools were selected basing on the past trend of records in the media in with the quality of education.

3.3. Sample Size Selection and Sampling

The Table below shows the Population, Sampling size and Sampling techniques of the study

3.3.1 Sample Size and Selection

1.1.1.1 Table 3.5: Population, Sample Size and Sampling Techniques

| Category | Study Population | Sample Size/Strata | | | | | | | | Sampling Techniques | |
|------------------------------------|------------------|--------------------|----|--------|----|-------|-----|--|-------|---------------------|----------------------------|
| | | Sex | | School | | Class | | | Total | | |
| | | F | M | P | N | P.5 | P.6 | | | | |
| Teachers | 27 | 12 | 12 | 12 | 12 | | | | | 24 | Stratified Random sampling |
| Pupils | 999 | 78 | 78 | 78 | 78 | 39 | 39 | | | 156 | Stratified Random sampling |
| Head teacher | 02 | | | 1 | 1 | | | | | 02 | Purposive |
| SMC | 02 | | | 1 | 1 | | | | | 02 | Purposive |
| D.E.O (Nakawa) | 01 | | | | | | | | | 01 | Purposive |
| Parish Education Officers (Nakawa) | 02 | | | | | | | | | 02 | Purposive |
| Total | 1033 | | | | | | | | | 187 | |

Source: Schools in Nakawa Division as per parish (2016), Krejcie and Morgan Table (1970)

(modified by Researcher)

Key:

F- Females

P- Police Children School

M- Males

N- Ntinda Primary School

3.3.2. Sampling techniques and procedures

Out of the eighteen UPE schools, the researcher purposively selected a sample of two schools (Ntinda primary school and police children school) from different parishes to represent the parishes in Nakawa Division. According to Krejcie and Morgan (1970), the two schools were adequate since the UPE schools' population is big enough to represent other schools in the Division. The respondents were selected using two sampling techniques which included purposive sampling and stratified random sampling.

For stratified random sampling, the researcher selected the teachers and pupils selected according to three strata. The three strata included sex, school and class. Stratified sampling is where the population is divided into sub-populations so that each sub-population has got elements that are homogeneous. From the strata generated, simple random samples were then selected from each sub-population independently (Amin 2005). The teachers and pupils were selected according to the schools. The teachers were stratified by school and sex. In each of the two schools, 12 teachers were randomly selected, giving a total of 24 teachers. Out of the 24 teachers, an equal number of these were females and males. The second sub population was the pupils, who comprised a total of 156. These were selected according to school, class and sex.

Pupils were selected from the two upper primary classes of P.5 and P.6 because these would easily understand the questionnaire and give reliable information. From each of the two schools, 78 pupils were selected. 39 pupils were selected from each class. Out of the total 156 pupils, an equal

number of these were females and males. Stratified random sampling is important because it allows the sample to exhibit a proportional representation of the different categories of people concerned with an issue (Bryman, 2004).

Purposive Sampling was used to select the two Head teachers of the two representative schools. Other respondents that were selected using this technique were Division Education officer, Parish Education officers and Chairpersons of School Management Committees. These were selected purposively because of their experience, expertise and strategic positions in the administrative and management system of the education sector in Nakawa Division.

3.4. Data Collection Methods

The researcher used five data collection methods including the questionnaire method, documentary review, focus group discussion, interview and observation. Data was obtained from both primary and secondary sources.

3.4.1. Questionnaire survey

Questionnaire method was used to capture primary data and information. According to Kothari (2004), a questionnaire is a set of questions that are written down for respondents to record their answers with in specific alternatives. This method is both a scientific field and a profession where professionals in some fields use it to survey errors empirically while others use it to reduce errors. Questionnaire method also involves making a number of decisions about thousands of individual characters of a study in order to improve it (Earl-Babbie, 2013).The questionnaire method is more applicable in studies looking out for frequency, ease, patterns and success of use as well as perspectives, user needs, priorities, preferences and expectations user satisfaction with services and collections. The study on the quality of education in selected primary education schools in

Nakawa division was squarely about establishing patterns, frequency and success of Universal Primary education in Nakawa, hence the relevance of the method. The study was also about establishing stakeholders' opinions about the quality of education after introduction of free education in their division. Therefore the questionnaire was administered to stakeholders like the pupils.

3.4.2. Documentary review

According to Heffernan (2001) documentary review is a social research method which is an invaluable part of most schemes of triangulation. It refers to the various procedures that are involved in interpreting and analyzing of data which is generated as a result of examining records and documents that are relevant to a particular study. The online Wikipedia states that the analysis of the documents in documentary review can be either quantitative or qualitative analysis. This study therefore involved review of both policy guidelines of the UPE programme as well as quantitative related to completion rates and examination performance rates. Secondary data was then collected by documentary review technique from published and unpublished documents because documents provide a baseline for comparing collected primary data results with other methods.

Documentary review provided dependable secondary data concerning amount of funds, completion rate and academic performance of pupils based on PLE results for a number of selected years. Secondary data was obtained from published and unpublished documents like reports, newspapers (Junker and Pennink, 2010). Therefore, reports, minutes, PLE results and other sources of secondary information were reviewed.

3.4.3. Interview

An interview is a dialogue between an interviewer and an interviewee aimed at collecting data about a certain topic. Interviews are used to describe the life events and experiences of the respondents with respect to the study (Kothari, 2004). Interviews are used to explore sensitive topics and in such, a conducive environment is provided for the respondents to participate. This method was used to collect data from teachers, Head teachers, Division education officer, chairperson of SMC and parish education officers because it gives room for probing for more information, capturing interviewee facial expression and clarifications on different issues. This was used to capture data on the inputs factors, process factors, school environment factors and the quality output factors

3.4.4 Focus group discussion

Focus groups were used to collect information with regard to factors that influence quality of primary education in Nakawa division. Focus groups give an insight of the phenomena being studied to which people think and provide a deeper understanding. These focus groups were group interviews with the pupils from primary five and primary six that gave the researcher the ability to economically and deeply capture information more than individual interviews. The primary benefits of focus groups are group interaction and non-verbal communication. During focus groups, there are group interactions between members of the target population which encourages participants to make connections to various concepts as they discuss which may be hard to make during individual interviews (Barry and Nichelle, 2016). Focus groups helped the researcher to learn more about the pupils' opinions and needs about UPE. Focus groups can reveal deep insight and detailed information. Being that the focus groups were composed on young people, the method created an accepting environment that put such young pupils at ease allowing them to answer

questions in their own words. The researcher was the lead facilitator of these focus group discussions.

3.4.5 Observation method

This method was used to observe the status of the infrastructures, lighting system, cleanliness and ventilation in the two selected UPE schools in Nakawa Division.

3.5. Data Collection Instruments

The instruments that were used in the study to collect data included focus group discussion guide, questionnaire, interview guide, observation check list and a documentary analysis tool (check list).

3.5.1. Questionnaire

The questionnaire was administered to pupils. The primary data was collected using the questionnaire containing closed-ended and open-ended questions because it is free from bias, easy to use, collects large amount of data in a short period of time, and less costly (Amin, 2005). The researcher used a guided questionnaire for the pupils in this study. Appendix No 1, page 96

3.5.2. Document review checklist

A documentary review checklist was designed and used by the researcher to analyse both published and unpublished data of relevance to this study. The checklist included issues to do with pupil completion rates of pupils as well as PLE results of the selected two schools over the number of years that were reviewed. A copy of this checklist is attached to this proposal as appendix 4, page 103.

3.5.3. Interview Guide

The interview guide was used when interviewing Division Education Officers, Parish Education Officers, Head teachers, teachers, and Chairpersons of SMCs. The study used a face to face interview where both structured and semi structured interview questions were used. The interview guide included questions about the school infrastructure, funds, supervision, teaching methods among others. A recorder was also used to capture the oral responses of the interviewees. Appendix 2, page 100.

3.5.4 Focus group discussion guide

A focus group discussion guide was designed by the researcher. It included a list of discussion leading questions like what do you have to say about the school infrastructure, what is your opinion about class assessment, how do you find the lighting system in the school. A recorder was procured to record the proceedings of the group discussion. There were 4 focus groups that comprised of pupils only. There were 2 focus groups for each school, one exclusively for female pupils and another for male pupils in the upper primary section. Each focus group had a maximum of eighteen pupils, who were chosen randomly from those classes that had been predetermined.

3.5.5 Observation checklist

The observation checklist was used to observe the school infrastructure, the availability of instructional materials, lighting system, ventilation, and cleanliness appendix 4, page 103.

3.6. Quality control of data collection instruments

3.6.1 Validity

The extent to which an instrument measures what it is supposed to measure is what is called validity (Kimberlin and Winterstein, 2008). Validity therefore relates to the truthfulness of findings

and the extent to which the instrument is relevant in measuring the objectives of the study. Zohrabi (2013) and Amin (2005) suggest that the experts in the field of research can review the validity of the research instruments and the data. In this study, the research instruments were reviewed by the supervisor and based on the supervisor's comments, the unclear and obscure items and questions in the research instruments were revised and streamlined. Further, the researcher planned to validate the findings through triangulation. Zohrabi (2013) further states that the investigator needs to try and collect data through several sources like interviews, questionnaires and observations to be able to strengthen the validity of evaluation data and findings. This is because using one technique to gather data can be weak, biased and questionable. However, using a variety of techniques and a variety of sources to collect data can confirm findings. Therefore, qualitative and quantitative data was collected through triangulation and also checked whether there was corroboration of the findings.

3.6.2 Reliability

Reliability is defined as the consistency of results and the degree to which measures are free from error (that is to say, the extent to which measurement procedures are consistent). Once similar scores are assigned to objects with equality in values consistently using a certain measurement device, then that instrument is considered reliable.

The Cronbach's Alpha Reliability Coefficient for Likert-Type Scales test was performed in order to ensure reliability of quantitative data. Cronbach's alpha is a coefficient of reliability which is often used in measurement of reliability and internal consistency of a psychometric test score for a sample of examinees. Sekaran (2003) puts it that reliability of 0.70 and sometimes above is required by some professionals as a rule of thumb (obtained on a substantial sample) before using the instrument. Therefore, for the results to be considered reliable, they should be 0.7 and above

after having performed the test. The values of Cronbach's alpha are presented below for the entire instrument and for each variable. The δ range of 0.7 and above indicates reliability of research instruments as asserted by Amin (2005). Table 3.6 below shows the alpha Cronbach's coefficients computed using SPSS.

Table 3.6: Reliability Analysis Table

| <i>Variable</i> | <i>1.1.1.2.1.1.1 Alpha Cronbach's coefficient</i> | <i>1.1.1.2.1.1.2 No. items retained</i> |
|--------------------------------|---|---|
| Input factors | 0.734 | 2 |
| UPE process factors | 0.739 | 5 |
| UPE school environment factors | 0.762 | 3 |
| Quality of education | 0.724 | 2 |
| Entire data collection tool | 0.783 | 12 |

Source: Primary Data

In the above table 3.6, Cronbach alpha of 0.734 for Input factors with 2 items is shown, 0.739 for UPE process factors with 5 items, 0.762 for UPE school environment factors with 3 items, 0.724 for Quality of education with 2 items, 0.783 for all the 12 variables under study. All the variables had a value higher than 0.7 and therefore the tool passed the test of reliability for each item, since Cronbach level of adequacy is any value equal to or greater than 0.7 (Amin, 2005). Therefore, the data collection instruments were suitable.

3.7. Procedure of Data Collection

After a successful the research proposal defense, the researcher obtained a letter of introduction from UMI authorities to Education authorities in Nakawa division Kampala City where the study was carried out. The researcher then distributed the questionnaires with the assistance of a research assistant (teacher) for quick data collection. The researcher also ensured confidentiality of the questionnaire sheets and questionnaires were collected after being filled. Interviews were face to face with the interviewees. The researcher used a recorder to capture the conversations with the respondents. The researcher also took notes as the interview progressed. The researcher then collected and was permitted to make out copies of the necessary documents for review including yearly PLE results of pupils (summary examinations sheets were secured) in the schools that were under study.

3.8. Data Analysis

3.8.1 Quantitative data analysis

After successful collection of data, data was analysed using SPSS computer programme and correlation coefficient. Using Pearson's product-moment correlation coefficient, correlation was applied to each of the indicators under each dimension to show how they relate to quality of education. Correlation analysis was also applied to give the relationship between each dimension of the dependent and independent variable where values of correlation coefficient were interpreted as positive or negative. Correlation coefficient and percentages were generated that enabled the researcher to establish relationships between the various variables under study. The SPSS computer programme was used to analyse the quantitative data because it is easier and faster with basic function access, it has got a number of charts and graphs and finding statistical tests is easy.

3.8.2 Qualitative data analysis

For qualitative data, the focus group discussions and interviews were transcribed from the recorder and analysed for commonly occurring concepts, ideas, and themes. From the interview guides and focus group discussion guides, the indicative content analysis was used by the researcher to enable her identify patterns and themes of explicit words that were used by respondents in raw data. The thematic framework was used to classify and organize data according to concepts and emerging themes (Creswell, 2003).

3.9. Measurement of Variables (Quantitative Studies)

The measurement of variables that were under study was done using the Likert scale proposed by Rensis Likert (1932). The Likert scale uses a five point scale to gauge the opinion and attitudinal responses of the respondents on an issue (Boone & Boone, 2012). For this study, the independent variable (UPE) was measured against the dependent variable (quality of primary education) on a scale of five points (1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree and 5-Strongly agree). Respondents specified their level of agreement with the Likert items the researcher had designed in the questionnaire. The Likert scale is the most commonly used in questionnaires (Boone & Boone, 2012).

3.9.1. Ethical Considerations

The researcher adhered to the ethical norms of research because they promote the reasons (aims) behind research. These norms include knowledge, facts, and guidance against error like trust, prohibition against fabricating, plagiarism, confidentiality, mutual respect, accountability and fairness (Resnik, 2015). All these were taken into consideration in order to get information. The researcher sought for informed consent from the participants before questionnaires and discussions

were held. The researcher tried to explain fully the purpose of the study and assurance was given to the respondents that the information provided was for academic purposes only and it was not in any way intended to publish their views against their names for public consumption. Williams (2006) argues that in order to help and protect the participants' privacy, there are two standards that are applied where by the participant's *confidentiality* is guaranteed by almost all the research. That is to say; the participants are assured of not availing any information to anyone who is not directly involved in the study. The stricter standard which is the principle of *anonymity* essentially means that throughout the study, the participant will remain anonymous even to the researchers themselves. This study therefore enforced confidentiality and anonymity ethical principles by withholding the names of respondents. Driscoll and Brizee (2012), argues that it is ethical to seek permission of the people who you will be studying to conduct research involving them. Therefore, the researcher secured permission from the Executive Director of KCCA (town clerk) or the officer in charge of Education services in the Authority to carry out this study. At the school level, permission was got from the school administration, especially the Head teacher to allow the researcher access the pupils and the teachers.

Plagiarism can be defined as the copying of passages, ideas from another person's text and using these passages as if they were one's own. Plagiarism ranges from unreferenced use of others' unpublished and published ideas to the submission of a complete article under a new authorship (Jain, 2010). The researcher tried to avoid plagiarism by making responsible referencing and attribution, where other authors' works or documents of other organizations have been used. The APA referencing style was used throughout the dissertation and reporting of findings to subscribe to ethical guidelines related to plagiarism.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter, analysis of study findings and interpretations of the study findings that arose from the data collected from the respondents using focus group discussion guides, questionnaires and interview guides are presented. The response rate is presented in the first section, the background information in the second section and the analysis and presentation of findings of the study in relation to specific objectives in the third section. The objective of the study was mainly to explore some of the factors affecting the quality of education in UPE schools in Nakawa Division, Kampala City in Uganda.

4.2 Response Rate

Questionnaires totaling to 156 were distributed to the pupils who fully filled all the 156 and returned them. While a total of 17 interviews were scheduled which included two head teachers, two parish officials, two chair persons of SMC, DEO, ten teachers, five from each school and 15 were successfully conducted. The response rate for the questionnaires was therefore 100% for the pupils while that for interviews was 88.2% shown in the Table 4.7 below.

Table 4.7: Response Rate

| Category | Sample size | Actual number of respondents | Actual Response rate | Percentage (%) |
|---------------------------|-------------|------------------------------|----------------------|----------------|
| Teachers | 24 | 10 | 10 | 100 |
| Pupils | 156 | 156 | 156 | 100 |
| Head teacher | 02 | 02 | 02 | 100 |
| SMC | 02 | 02 | 02 | 100 |
| D.E.O | 01 | 01 | 01 | 100 |
| Parish Education Officers | 02 | 02 | 0 | 0 |
| Total | 187 | 173 | 171 | |

Source: Primary data

Results from Table 4.7 show that data was collected from one hundred and seventy one (171) respondents out of one hundred and seventy three (173) that is 99%; therefore, the data that was collected together with the findings got there after can be relied on. Mugenda and Mugenda (2009) reveals that a response rate of 50% is adequate for the analysis and reporting; a rate of 60% is good and then a response rate of 70% and above is excellent.

4.3 Background information about the sample

In this section, the background information of the respondents (pupils) that answered the questionnaires, data collection instruments and sample are presented.

Table 4.8: Background Information about the Sample

| Variable | Category | Frequency | Percentage |
|---|--------------------|------------------|-------------------|
| Sex of pupils | Male | 67 | 42.9 |
| | Female | 89 | 57.1 |
| Age of pupils | Below 9 years | 4 | 2.6 |
| | 10-13 years | 107 | 68.6 |
| | 14 years and above | 45 | 28.8 |
| Duration of pupils in UPE School | Less than 3 years | 33 | 21.2 |
| | 4-8 years | 91 | 58.3 |
| | 9-13 years | 23 | 14.7 |
| | Above 13 years | 9 | 5.8 |
| Class of pupils | P.5 | 77 | 49.4 |
| | P.6 | 59 | 37.8 |

Source: Primary Data

Table 4.8 shows that female respondents were more than male respondents with 57.1% (89) and 42.9% (67) respectively. A percentage of 68.6 (107) showed that the majority of the pupils in the two classes were in the same age bracket, 28.8% (45) were above the estimated age for the two classes and 2.6% (4) were below the age bracket. The duration of the pupils in UPE schools for less than three years with 21.2% (33) could be either to dropout of pupils or transfer from one school to another. The duration of pupils in UPE schools for 4-8 years with 58.3% (91) is big

enough to explain the completion rate of pupils in the schools and that they have enough experience to give information that can be relied on. However, the duration of pupils in UPE schools for more than 13 years with 5.8% (9) indicates the repetition rate of pupils in classes which is quite a small number and could be as a result of the automatic promotion policy. The number of pupils in primary five is bigger with 49.4% (77) than that in primary six with 37.8% (59) which could also be due transfer of pupils from one school to another.

Table 4.9: Primary Data Collection Instruments and Samples

| Data collection instruments | Sample |
|------------------------------|---|
| Questionnaire | 156 Pupils |
| Interview guide | 24 Teachers 2 Head teachers 2 SMC 2 Parish education officers 1 D.E.O |
| Focus group discussion guide | 4 Focus group discussions |
| Observation checklist | 2 Schools |

Source: Primary Data

Table 4.9 shows the primary data collection instruments and the samples used

4.4 Univalent analysis

The descriptive statistics of frequencies are used to present the empirical findings of the study in order to describe and summarize the data, and also using inferential statistics of Pearson's correlation coefficients to establish degree and direction of relationship between the independent variables and the dependent variable.

The views of the respondents were put on a likert scale with a five point continuum (5 = Strongly agree, 4 = Agree, 3= Not sure, 2 = Disagree, and 1 = Strongly disagree) while interpreting the findings. The mean was used to determine the central tendency of the views while the standard deviation was used to determine the deviation in the views.

4.4.1 To establish the relationship between UPE input factors and the quality of primary education in Nakawa Division, Kampala City

Teachers, SMCs and pupils provided information through questionnaires, interviews and FGDs. For one to understand the respondents' views on UPE input factors, so that one can establish as to whether they have a relationship with the quality of primary education, on the questionnaire for the pupils the researcher used two statements to which the respondents were required to indicate their level of agreement or disagreement and the findings are presented in table 4.10 below.

Table 4.10: Input Factors by Pupils

| Statements measuring input factors by pupils | SA | A | NS | D | SD | Mean | S.D. |
|---|--------------|--------------|--------------|--------------|--------------|------|------|
| The school buildings are good | 22 (14.1) | 54 (34.6) | 32 (20.5) | 22 (14.1) | 26 (16.7) | 3.2 | 1.3 |
| The school is provided with adequate teaching learning aids | 49 (31.4) | 65 (41.7) | 21 (13.5) | 11 (7.1) | 10 (6.4) | 3.9 | 1.1 |

Source: Primary data

Table 4.10 shows that when the pupils were asked whether the school buildings are good, 22 (14.1%) strongly agreed, while 54 (34.6%) agreed, 32 (20.5%) were not sure, while 22 (4.1%) disagreed and 26 (16.7%) strongly disagreed. The mean of 3.2 implies that pupils agreed that school buildings were good and a standard deviation of 1.3 implies that pupils were of the view that while some school buildings were good, others were not good. Indeed one key informant HT1 said:

“There has been a deliberate effort by government to set up new buildings in UPE schools. That is why you find that our school has a number of good structures, but at the same time we also have some very dilapidated structures which need to be replaced.”

He added that:

“The school buildings are generally in a good state. Those newly built are big enough and have good windows and doors. It is only the old buildings that are poorly ventilated and not quite conducive for learning purposes.”

In addition, during an interview with HT1, he continued to say that:

“.....The available buildings were well built but they are too old and there is no new building put up by government in our school. The only new building there was completed by parents whom we talked to and agreed to contribute some money and we were able to complete some two classrooms on the earlier planned staled building that had been started in 1994 by parents before UPE programme. But there is need for classrooms because the numbers are too big for the available number of classrooms.....”

The above information was echoed by pupils during a FGD1 when they said:

“Our classrooms are very good because they have iron sheets, they are well painted, they have padlocks and we are safe even when it rains. But our friends in primary four have a very poor classroom that leaks when it rains.”

On whether the school is provided with adequate teaching learning aids, 49 (31.4%) strongly agreed, while 65(41.7%) agreed, 21 (13.5%) were not sure, while 11 (7.1%) disagreed and10 (6.4%) strongly disagreed. The mean of 3.9 implies that the majority agreed that the school was provided with adequate teaching learning aids with a standard deviation of 1.1. The above quantitative findings were supported by a key informant, T1 said:

“We have a working school library although it is not well equipped, but we have a place where we go for references. The library is of course not enough for the pupils because the numbers are big. We also have instruction materials, although they are not enough. We know we cannot have enough, but at least there is something that we can use as we wait for improvements.”

During an interview with a key informant in November 2016 at school, HT1 provided information on funds received in the school that:

The funds received by the school from government are not enough especially if you talk of the 3000 shillings given per child, cannot really be enough to cater for the child the whole term but they are rarely received in time. However, parents of this school decided on their own to contribute some money to help the school run. So the pupils of this school have both break and lunch meals. But there are many UPE schools that are seriously struggling, they cannot even afford a cup of black tea for both their teachers and pupils. And such schools are registering very poor performance in the national examinations.

The researcher also observed that the school's infrastructure was in bad shape, the library had books but few compared to the number of pupils in the school and documents from the accounts section showed the untimely and adequate funds the schools get from the government.

4.4.1.1 The relationship between input factors and quality of primary education

The researcher continued to statistically establish whether input factors have a significant relationship with quality of primary education. This was guided by the following hypothesis:

Hypothesis: There is a significant positive relationship between UPE input factors and the quality of primary education.

4.4.1.2 Correlation Analysis

The Pearson's product-moment correlation coefficient was used to test the hypothesis at a 95% level of significance (two-tailed), which measured the degree and direction of relationship between input factors and quality of primary education. The results are presented in Table 4.11.

Table 4.11: Correlation Table for Input Factors and Quality of Primary Education

| Variables | | UPE input factors | Quality of education |
|----------------------|---------------------|-------------------|----------------------|
| UPE input factors | Pearson Correlation | 1 | 0.207* |
| | Sig. (2-tailed) | | 0.027 |
| | N | 156 | 156 |
| Quality of education | Pearson Correlation | 0.207* | 1 |
| | Sig. (2-tailed) | 0.027 | |
| | N | 156 | 156 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.11 shows that there is a weak positive statistically significant relationship between input factors and quality of education, $r=0.207$, $p<0.05(=0.027)$ (as measured by pupils). This implies that improvements in input factors shall be related to improvements in the quality of education. Similarly a decline in input factors shall be related to a decline in quality of primary education.

The above research findings from correlation analysis have established that input factors have a weak positive statistically significant relationship with quality of education. Therefore the

alternative hypothesis that “there is a significant relationship between UPE input factors and the quality of primary education” was accepted.

Evidently, the above results about the relationship between input factors and quality of primary education provided an answer to research question 1: “What relationship exists between UPE input factors and the quality of primary education?” As shown in Table 4.11, input factors have a weak statistically significant relation with quality of primary education in Nakawa Division, Kampala City. The weak correlation could be as a result from uncertainty of pupils with the view that, whereas some buildings were in good condition, others were not.

4.4.2. To examine the relationship between UPE process factors and the quality of primary education in Nakawa Division, Kampala City

Teachers, SMCs and pupils provided information through questionnaires, interviews and FGDs that helped to understand the relationship between UPE process factors and the quality of education.

In understanding the respondents views on UPE process factors, so as to examine whether they have a relationship with the quality of primary education, the researcher used seven statements on the questionnaire and to these, respondents were required to indicate their level of agreement or disagreement and the findings are presented in Table 4.12 below.

Table 4.12: UPE Process Factors by Pupils

| Statements measuring process factors by pupils | SA | A | NS | D | SD | Mean | S.D. |
|---|--------------|--------------|--------------|--------------|--------------|------|------|
| Officials effectively monitor school activities | 34 (21.8) | 72 (46.2) | 20 (12.8) | 22 (14.1) | 8 (5.1) | 3.7 | 1.1 |
| Teachers give assessment tests | 67 (42.9) | 63 (40.4) | 15 (9.6) | 4 (2.6) | 7 (4.5) | 4.2 | 1 |
| The teaching methods are appropriate | 42 (26.9) | 73 (46.8) | 15 (9.6) | 13 (8.3) | 13 (8.3) | 3.8 | 1.2 |
| The practice of automatic promotion is good | 16 (10.3) | 53 (34.0) | 24 (15.4) | 11 (7.1) | 52 (33.3) | 2.8 | 1.5 |
| Teachers and head teachers monitor pupils' attendance | 74 (47.4) | 60 (35.5) | 7 (4.5) | 5 (3.2) | 10 (6.4) | 4.2 | 1.1 |

Source: Primary data

Table 4.12 shows that when the respondents were asked whether officials effectively monitor school activities, 34 (21.8%) strongly agreed, while 72 (46.2%) agreed, 20 (12.8%) were not sure, while 22 (14.1%) disagreed and 8 (5.1%) only strongly disagreed. The mean of 3.7 (S.D=1.1) implies that the majority of the pupils agreed that officials effectively monitor school activities. A key informant, HT1 when asked about effective monitoring school activities by officials, he said:

“KCCA inspectors visit the school once in a term to monitor whether we are following the Ministry of Education’s guidelines to deliver the services to our pupils. Unfortunately, we cannot deliver good services when we are not well

facilitated. How do you expect all the pupils and teachers to be in class after lunch when they did not have a meal at lunch time?”

However, another key informant HT2 during an interview lamented that;

“Official’s inspection is only to a few issues yet they need also to inspect the maintenance of books that are given to the school. She continued to lament that if for example government gave 10 books to the school, how come that after one or two terms there only 3 books. What happened to the rest”?

On the other hand, during FGD3 and FGD4, pupils said that;

“The head teacher does supervise but she is too quarrelsome that if she comes to class and does not find the teacher she begins from there even abusing our teachers before us in the teacher’s absence.

In support of the above is the voice echoed by another key informant, TP1, when he said;

“The head teacher supervises us, only that in our school she is too rude to teachers and even the pupils. When for instance she comes to your classroom and you have not finished marking some books, she will start shouting at you in front of the pupils. She forgets that the delay is mostly because you’re handling many pupils and sometimes you may be a subject teacher for several classes.”

This indicates that there is a gap that needs to be filled regarding supervision.

On whether teachers give assessment tests, 67 (42.9%) strongly agreed, 63 (40.4%) agreed, 15 (9.6%) only were not sure, 4 (2.6%) disagreed and 7 (4.5%) strongly disagreed. Therefore, the mean of 4.2 (S.D=1) implies that the majority strongly agreed that teachers give assessment tests.

Asked further whether the teaching methods are appropriate, 42(26.9%) strongly agreed, while 73

(46.8%) agreed, 15 (9.6%) only were not sure, while 13 (8.3%) disagreed and a similar number strongly disagreed with a mean of 3.8 (S.D=1.2) which implies that the majority agreed that the teaching methods are appropriate. During a FGD1 with pupils, it was evident that teachers give assessment tests to the pupils and that their teaching methods were generally appropriate despite the challenges the schools are facing. they said:

“Our teachers are very good and friendly, they always give us tests at the end of terms and we get our reports as we go back home. But during tests we have a problem with the black board because it has many holes. So we cannot read some words written by the teacher and the teacher insists that he has written them well.”

Another pupil from FGD2 added her voice on the teaching methods when she said:

“Most teachers write on the blackboards for us to copy into our exercise books, but there is a lady teacher who insists on dictating the notes because she wants us to learn the English language. But many of us write the wrong spellings. When she notices that many of us have written wrong spellings, that is when she writes on the blackboard.”

When the pupils were asked whether the practice of automatic promotion is good, 16 (10.3%) strongly agreed, while 53 (34.0%) agreed, 24 (15.4%) were not sure, while 11 (7.1%) disagreed and 52 (33.3%) strongly disagreed and the mean of 2.8 (S.D=1.5) implies that there was uncertainty as to whether the practice of automatic promotion is good, with 44.3% in agreement and 40.4% in disagreement. This suggests that some pupils and some teachers view automatic promotion as good while others do not agree with the practice. A key informant TN2 indeed said that:

“The issue of automatic promotion has not helped the pupils, parents or the teachers. Because of the assurance of moving to the next class the following year pupils are not motivated to work hard during the year. Parents do not vigorously play their roles and they even let their children come to school late. It is only a few parents that do not allow their children to be promoted automatically.”

This is an indication that those pupils and parents who cherish quality education do not agree with automatic promotion, but the rest have no problem with it. However, the CPSMC2 had a different view on the issue of automatic promotion. He said;

“the policy of automatic promotion would be good according to government’s intention but it has been misinterpreted especially by the teachers who are supposed to implement it. The policy was intended to have children taught to the expectation of having acquired all the knowledge by the end of the year. Therefore the government expected the pupils to have attained a certain level of competency that makes them ready to move to the next class. But teachers have misconception of the policy and end up misleading the pupils to be promoted to classes with no competency level attained” He goes ahead to give an example of the American police force how it is trained not to have any failure in a group that the trainer and the trainee all work towards getting ready for the next level. This is because if any one failed in a group, it is failure for the whole group. Therefore, as they are passed to the next level, there is no doubt about their competence and this is EXACTLY what government intends to have/ expects of teachers and pupils...”

On whether teachers and head teachers monitor pupils’ attendance, 74 (47.4%) strongly agreed, while 60 (35.5%) agreed, 7 (4.5%) only were not sure, while 5 (3.2%) only disagreed and 10 (6.4%) only strongly disagreed. The mean of 4.2 (S.D=1.1) implies that the majority strongly agreed that

teachers and head teachers monitor pupils' attendance. In a FGD2 the message about teachers and head teachers monitoring pupils' attendance was very clear – they monitor the pupils' attendance, although they are let down by some parents who are not keen at encouraging their children to attend school. They said; *“we always leave home early to ensure that we reach school in time to avoid being reprimanded by the school head teacher or the teacher on duty.”*

In addition, one key informant, TP1, said:

“The head teacher supervises us, only that in our school she is too rude to teachers and even the pupils. When for instance she comes to your classroom and you have not finished marking some books, she will start shouting at you in front of the pupils. She forgets that the delay is mostly because you're handling many pupils and sometimes you may be a subject teacher for several classes.”

4.4.2.1 The relationship between UPE process factors and quality of primary education

The researcher proceeded to statistically establish whether UPE process factors have a significant relationship with quality of primary education. The following hypothesis was used to guide the study:

Hypothesis: There is a significant positive relationship between UPE process factors and the quality of primary education.

4.4.2.2 Correlation Analysis

The Pearson's product-moment correlation coefficient at a 95% level of significance (two-tailed) and this measured the degree and direction of relationship between UPE process factors and quality of primary education. The results are presented in the Table 4.13 below.

Table 4.13: Correlation Table for UPE Process Factors and Quality of Primary Education

| Variables | | UPE process factors | Quality of education |
|----------------------|---------------------|---------------------|----------------------|
| UPE process factors | Pearson Correlation | 1 | 0.113 |
| | Sig. (2-tailed) | | 0.161 |
| | N | 156 | 156 |
| Quality of education | Pearson Correlation | 0.113 | 1 |
| | Sig. (2-tailed) | 0.161 | |
| | N | 156 | 156 |

Results from Table 4.13 indicate that there is no sufficient evidence where $r=0.113$, $p>0.05(0.161)$ to support the research hypothesis. Therefore, the hypothesis that there is a significant positive relationship between UPE process factors and the quality of education was rejected.

Evidently, the above results about the relationship between UPE process factors and quality of primary education provided an answer to research question 2: “What is the relationship between UPE process factors and the quality of primary education?” As shown in Table 4.13, UPE process factors do not have statistically significant relationship with the quality of primary education in Nakawa Division, Kampala City. This could have been as a result of uncertainty as to whether the practice of automatic promotion is good. However, improvements in the process factors shall be directly related to improvements in the quality of education as well as a decline in process factors shall lead to decline in the quality of education.

4.4.3 To establish the relationship between UPE school environment factors and the quality of primary education in Nakawa Division, Kampala City

The pupils, teachers and SMCs provided information through questionnaires, interviews and FGDs that helped to understand the relationship between UPE school environment factors and the quality of education.

In a way to understand the views of the respondents on UPE school environment factors and to establish whether they have a relationship with the quality of primary education, there were three statements that the researcher used on the questionnaire where the respondents were required to indicate their level of agreement or disagreement and the findings are presented in Table 4.14 below.

Table 4.14: UPE School Environment Factors by Pupils

| Statements measuring school environment factors by pupils | SA | A | NS | D | SD | Mean | S.D. |
|---|--------------|--------------|--------------|--------------|--------------|------|------|
| There is enough light around the school | 36 (23.1) | 53 (34.0) | 23 (14.7) | 24 (15.4) | 20 (12.8) | 3.4 | 1.3 |
| The classes are well ventilated with fresh air | 48 (30.8) | 40 (25.6) | 16 (10.3) | 27 (17.3) | 25 (16.0) | 3.4 | 1.5 |
| The school compound is always clean | 29 (18.6) | 52 (33.3) | 37 (23.7) | 20 (12.8) | 18 (11.5) | 3.4 | 1.2 |

Source: Primary data

Table 4.14 shows that when pupils were asked whether there is enough light around the school, 36 (23.1%) strongly agreed, while 53 (34.0%) agreed, 23 (14.7%) were not sure, while 24 (15.4%)

disagreed and 20 (12.8%) strongly disagreed. Therefore, the mean of 3.4 (S.D=1.3) implies that the majority of the pupils indeed agreed that there is enough light around the school, although a substantial number of 28.2% disagreed. Indeed the researcher observed that there was sufficient space between most of the blocks thereby allowing sufficient light in that area. However on inspection of the P.6 classroom, the light was not enough as some windows were temporarily closed with timber as they await installation of window frames.

On the issue of whether the classes are well ventilated, 48 (30.8%) strongly agreed, while 40 (25.6%) agreed, 16 (10.3%) were not sure, while 27 (17.3%) disagreed and 25 (16.0%) strongly disagreed. The mean of 3.4 (S.D=1.5) still implies that the majority agreed that the classes are well ventilated, although a substantial number of 33.3% disagreed.

On further observation, the researcher noticed that in most schools indeed most of the classes were well ventilated but these ventilators alone are not enough and the windows that would have contributed to providing fresh air are too raised and pupils do not benefit from these windows too.

Asked further whether the school compound is always clean, 29(18.6%) strongly agreed, 52 (33.3%) agreed, 37 (23.7%) were not sure, while 20 (12.8%) disagreed and 18 (11.5%) strongly disagreed and therefore the mean of 3.4 (S.D=1.2) implies that the majority agreed that the school compound is always clean, although a substantial number of 24.3% disagreed. The researcher further observed that most of the schools maintained a high level of cleanliness, although there were some that had bushy compounds. In line with this the pupils during FGD1 said:

“The environment is clean and we do like it. But this is because we the pupils do the cleaning of the school. Each class has a day allocated to them to clean the school. And besides that, there is a health club whose member move around to remove all litters in the school compound.”

A key informant, CPSMC1 when asked about the UPE school environment said:

“Our school environment is generally good for the teachers to teach and the pupils to learn. There is sufficient light around the school in most of the classes and they are well ventilated with fresh air, except for those few where we have improvised with the shutters. The school administration has endeavored to maintain cleanliness in the school despite the poor funding the school gets. This has been achieved mainly because of some few parents that are supportive of the school.”

This is an indication that the school administration has worked around the clock to ensure that the school environment is conducive for both the teachers and the pupils. It was also observed that the cleanliness of the schools was maintained.

4.4.3.1 The relationship between school environment factors and quality of primary education;

The researcher went ahead to statistically establish whether school environment factors have a significant relationship with quality of primary education. The hypothesis that *there is a significant positive relationship between UPE school environment factors and the quality of primary education* was used to guide the researcher.

4.4.3.2 Correlation Analysis

The above hypothesis was also tested at a 95% level of significance (two-tailed) using Pearson’s product-moment correlation coefficient and the degree and direction of relationship between UPE school environment factors and quality of primary education were measured. Table 4.15 below presents the results.

Table 4.15: Correlation Coefficients for School Environment Factors and Quality of Primary Education

| Variables | | UPE Environment factors | Quality of education |
|-------------------------|---------------------|-------------------------|----------------------|
| UPE Environment factors | Pearson Correlation | 1 | 0.293* |
| | Sig. (2-tailed) | | .000 |
| | N | 156 | 156 |
| Quality of education | Pearson Correlation | 0.293* | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 156 | 156 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.15 shows that there is a significant positive relationship between school environment factors and quality of primary education, $r=0.293$, $p<0.05(=0.000)$ (as measured by pupils). The relationship is statistically significant since the p-value (Sign) is less than 0.05. This implies that improvements in school environment factors positively correspond to improvements in quality of primary education. Similarly declined in school environment factors shall be related to decline in quality of primary education.

Evidently, the above results about the relationship between school environment factors and quality of primary education provided an answer to research question 3: “What is the relationship between UPE school environment factors and the quality of primary education?” Therefore the alternative hypothesis was accepted.

4.4.4 Quality of education in UPE schools

The pupils, SMCs and teachers provided information that enriched the data collected on Quality of education in UPE schools which was measured by asking both pupils about output factors. Output factors were measured on the questionnaire using two statements (completion rate, academic performance) to which the respondents were asked to indicate their level of agreement or disagreement and the quantitative findings from the 156 pupils that answered the questionnaires are presented in the Table 4.16 below.

Table 4.16: Quality of Education in UPE Schools

| Statements measuring output factors by pupils | SA | A | NS | D | SD | Mean | S.D. |
|--|--------------|--------------|--------------|--------------|-------------|------|------|
| Many pupils in this school complete primary seven | 35 (22.4) | 72 (46.2) | 32 (20.5) | 11 (7.1) | 6 (3.8) | 3.8 | 1.0 |
| The pupils in this school perform well in examinations | 18 (11.5) | 53 (34.0) | 55 (35.3) | 19 (12.2) | 11 (7.1) | 3.3 | 1.1 |

Source: Primary data

On whether many pupils in the school complete primary seven, 35 (22.4%) strongly agreed, while 72 (46.2%) agreed, 32 (20.5%) were not sure, while 11 (7.1%) only disagreed and 6 (3.8%) only strongly disagreed giving the mean of 3.8 (S.D=1.0) which implies that the majority, agreed that many pupils in the school complete primary seven. When a key informant, HT1 was asked whether pupils complete primary seven, he said:

“About two years ago, our school had enrollment of 100 pupils but currently we have about 200 pupils. This is an indication that the completion rate is good. But

nationally the drop-out rate is quite high. In Kampala more boys than girls drop out of school because of the emphasis of the girl child in school. Besides that boys are more attracted to businesses around the city to start earning money of their own.”

On the same subject, during an interview with TN2, she said that:

“Completion rates are hard to compute because as these children leave one school, they join another UPE school in order not to pay fees (for the meals) in the previous school. So they keep on rotating around and therefore you cannot know whether they have enrolled in some school and completed or not but those that remain with us do complete.”

When asked whether the pupils in the school perform well in examinations, 11.5% strongly agreed, while 34.0% agreed, 35.3% were not sure, while 12.2% disagreed and 7.1% only strongly disagreed. The mean of 3.3 (S.D=1.1) was determined which implied that they agreed though it was slightly above 3.0 meaning not sure. This could have resulted from uncertainty as to whether the pupils in the school perform well in examinations, with 45.5% in agreement and 35.3% not sure. A key informant, HT1 clarified the issue of pupils' performance in examinations. He said:

“We are not badly off and we are not extremely well! Almost everybody passes P.L.E, because even grade four is taken as a pass by government. However, if we consider grade one and two to mean those that have passed, then many pupils are not passing in our UPE schools.”

4.4.5 Overall experience in UPE schools

Pupils were asked to indicate their overall experience in UPE schools and the findings are shown in Table 4.17 below.

Table 4.17: Experience in UPE Schools by pupils

| Pupils' rating of overall experience in UPE schools | Frequency | Percent |
|--|------------------|----------------|
| Highly unsatisfactory | 19 | 12.2 |
| Unsatisfactory | 23 | 14.7 |
| Satisfactory | 48 | 30.8 |
| Highly satisfactory | 66 | 42.3 |
| Total | 156 | 100.0 |

Source: Primary data

Table 4.17 shows that the 12.2% of the pupils rated their experience in UPE schools as highly unsatisfactory, while 14.7% rated it as unsatisfactory, 30.8% rated it as satisfactory and 42.3% rated it as highly satisfactory. This implies that the majority of the pupils, 72.3% rated their experience in UPE schools as satisfactory.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, discussions, recommendations and conclusions got from the research findings guided by the research general objective and specific objectives. The following

were the specific objectives: to establish the relationship between UPE input factors and the quality of primary education; to examine the relationship between UPE process factors and the quality of primary education; to establish the relationship between UPE school environment factors and the quality of education.

5.1 Summary of the findings

The purpose of the study was to explore factors affecting the quality of education in UPE schools in Nakawa Division, Kampala City in Uganda. There was one independent variable with three factors namely; UPE input factors, UPE process factors and UPE school environment factors, while quality of education was the dependent variable with two factors namely; completion rates and academic performance (UPE Grades). Data was analyzed by use of frequencies (percentages) to describe and summarize the findings, and Pearson's product moment correlation coefficient to test the hypotheses and findings from the study are summarized here below;

5.1.1 The relationship between UPE input factors and quality of education

The first objective was to establish the relationship between UPE input factors and the quality of primary education in Nakawa Division and findings under objective one established that the school was provided with adequate teaching learning aids and that the school infrastructure was good with $r=0.207$, $p<0.05(=0.027)$ (as measured by pupils) There was however uncertainty about the status of the school buildings, on whether funds received are adequate and whether they come in time. Further findings to the study indicated that there was a moderate statistically significant positive relationship between UPE input factors and quality of education.

5.1.2 The relationship between UPE process factors and quality of education

Findings under objective two established that officials effectively monitor school activities, teachers use appropriate teaching methods and give assessment tests to pupils, teachers and head teachers monitor pupils' attendance the head teacher monitors the teachers' activities. There were however mixed reactions on whether the practice of automatic promotion is good. Further findings indicated that UPE process factors do not have a statistically significant relationship with the quality of primary education with $r=0.113$, $p<0.05$ ($=0.161$) which is believed to have been caused by the uncertainty as to whether the practice of automatic promotion is good.

5.1.3 The relationship between school environment factors and quality of education

Findings under objective three established that there is enough light around the school, the classes are well ventilated with fresh air and the school compound is always clean. There were however mixed reactions on whether the lighting system of the school is good. Further findings indicated that school environment factors have a statistically significant relationship with the quality of primary education where $r=0.293$, $p<0.05$ ($=0.000$).

5.2. Discussion of the findings

In this section the researcher discusses the findings of the study according to the study objectives. The purpose of the study was to explore some of the factors that affect the quality of education in UPE schools in Nakawa Division, Kampala City.

5.2.1 The relationship between UPE input factors and quality of education

Under objective one, the study sought to establish the relationship between UPE input factors and quality of education. According to the conceptual framework in Chapter one, UPE input factors were conceptualized as school infrastructure, instructional materials and funds. Findings revealed

that there exists a weak positive statistically significant relationship between UPE input factors and quality of education in Nakawa Division.

The study revealed that the school infrastructure has got a significant relationship with the quality of education in that, an improvement in school infrastructure directly affects the quality of education. However, the mean of 3.2 (S.D=1.3) implies that while some pupils were of the view that some school buildings were good, others were not.

The statistical findings on instructional materials according to pupils, they agreed that they are provided with adequate teaching learning aids with a mean of 3.9 (S.D=1.1). This implies that there exists a significant relationship between instructional materials and the quality of education.

Findings from an interview revealed that funds have a direct effect on the quality of education though these funds come in time according to HT2. She says that they are not enough to sustain the daily running of the school. For instance, HT1 added that the funds received by the school from the government are really insufficient especially if you talk of the 3000 shillings given per child, it cannot be enough to cater for the child the whole term. This implies that an increase in the funds given will positively affect the running of the school and the quality of education as well.

This implies therefore that school infrastructure, instructional materials and funds have a significant relationship with quality of education where $r=0.207$, $p<0.05(0.027)$ in Nakawa Division, Kampala City.

These results are in line with Angeline, Rita, John (2006) who revealed that the availability of human resources and material influences the success of learning and teaching and the management of these resources is therefore important in determining the quality of education provided.

In regard to school infrastructure, the findings are in agreement with Aguti (2002) who argues that it is only when there is a close correlation between pupils' intake and the facilities that make learning possible, that quality will be got than just bringing resources together without marching them and effectively using them.

In addition, regarding the funds, Kakooza (2003) also observed that capitation grants are given basing on the size of the school (number of pupils) which put smaller schools at a disadvantage to maximize the limited resources to get basics like non-textbook materials. Grants also always take time to reach schools affecting the school plans hence the quality of education.

Authors like Muganda (1999), Kakooza (2003), Aguti (2002), Muthara (2012), as well as Rutaremwa & Bemanzi (2013), present convincing arguments with regard to the relationship between input factors and quality of primary education.

The findings of the study are in line with the Resource Theory which focuses on resources like financial resources, material resources and human resources that when such are brought together, then quality output can be realized and therefore emphasizing that there is relationship between UPE input factors and the quality of education.

5.2.2 The relationship between UPE process factors and quality of education

Under objective two, the study sought to examine the relationship between UPE process factors and quality of primary education. The findings of the study revealed that UPE process factors do not have a statistically significant relationship with quality of education in Nakawa Division, Kampala City. According to the conceptual framework in Chapter one, UPE process factors were conceptualized as supervision, assessments, pupil automatic promotion and teaching methods. In particular, findings revealed that there is a very weak positive relationship between UPE process

factors and quality of primary education. This is likely to have been as a result of the mixed reactions concerning the practice of automatic promotion.

Findings on how officials effectively monitor school activities revealed that this has direct relationship with the quality of education where pupils agreed that the activity is well done with the mean of 3.7 (S.D=1.1). Therefore, a decline in supervision will directly have a bearing on the quality of education and the reverse is true.

Further findings confirmed that assessment tests have a direct effect on the quality of education attained. Pupils strongly agreed that teachers give assessment tests with statistical evidence of the mean 4.2 (S.D=1). During FGDI, one of the pupils said that tests have helped them to improve on their performance in class and in end of term examinations. This implies that an improvement in assessment tests will lead to improvement in the quality of education and a decline in assessment tests will cause a decline in the quality of education attained as well.

Findings on the practice of automatic promotion revealed that there was uncertainty as to whether the practice is good or not with the mean of 2.8 (S.D=1.5) which implies that respondents (pupils) were almost not sure.

This implies therefore that supervision, assessments, pupil automatic promotion and teaching methods do not have a significant relationship with quality of education in Nakawa Division, Kampala City. However, this could have resulted from the uncertainty of pupils as to whether the practice of automatic promotion is good, with 44.3% in agreement and 40.4% in disagreement as measured by pupils. Results regarding the policy of automatic promotion are in agreement with Moses (2015) where in his findings showed that grade retention is better than automatic promotion because it helps underachieving pupils perform better in later classes. However, there are some contradictions in his findings which revealed that repetition had negative effects on children's

learning achievement and attitudes towards school as they advanced to the next grade. He continues to argue that countries with automatic promotion policy produced higher results in reading than those that practice repetition.

To give more light about automatic promotion, Akim (2003) revealed that there is need to specify a strategy and a policy framework for implementing automatic promotion otherwise, this undermines the progress so far made or to be made in future towards achieving the quality of education.

It is to this note therefore that there are a mixture of ideas and findings about automatic promotion, some being negative and others positive. This supports the alternative hypothesis that there is a significant positive relationship between UPE process factors and the quality of education contrary to the statistical findings that are not in line with the alternative hypothesis because statistical findings reveal that there is no significant relationship between UPE process factors and the quality of education.

More findings revealed that teaching methods have significant relationship with the quality of education and pupils agreed that teachers use appropriate methods. The mean of 3.8 (S.D=1.2) imply that application of appropriate teaching methods has a positive bearing on the quality of education and failure to apply such teaching methods will directly affect the quality of education attained.

In regard to the teaching methods, Mapheleba (2013) in his findings, he argues that the question of how much pupils learn and how well they are taught, can have a significant impact on how regularly they attend and how long they stay in school. When a school is dysfunctional, with incompetent teachers who are also often absent from work, parents may not see the need to send their children to school. Hence leading to dropouts and affecting the completion rate.

In line with the above is UNESCO (2004) where it is observed that, the judgments that parents make about the quality of teaching and learning provided influences their decision of whether to send their children to school at all.

Further findings revealed that teachers and head teachers monitor pupils' attendance which was evidently show using the mean of 4.2 (S.D=1.1) which meant pupils strongly agreed that teachers monitor their attendance and this has an effect on how they perform in class and examinations.

The findings of the study are in line with the Resource Theory which focuses on resources like human resources brought together and their proper use that quality output can be realized emphasizing that there is relationship between process factors and the quality of education.

5.2.3 The relationship between school environment factors and quality of education

Under objective three the study sought to examine the relationship between school environment factors and the quality of education. The findings of the study revealed that school environment factors have a statistically significant relationship with quality of education in Nakawa Division, Kampala City. According to the conceptual framework in Chapter one, school environment factors were conceptualized as availability of lighting, cleanliness and availability of ventilation. When findings were correlated, they revealed that there existed a very positive relationship between school environment factors and quality of primary education where $r=0.293$, $p<0.05$ ($=0.000$).

This implies therefore that harsh or friendly environment (availability of lighting, cleanliness and availability of ventilation) have a significant relationship with quality of education in Nakawa Division, Kampala City.

In regard to ventilation the findings are in agreement with Jeffery (1999) who asserts that the achievement of pupils has been reported to be significantly reduced by air temperatures above 77 degrees F. This does not only affect performance but also the overall physical health of children with signs of sensory irritation and mental fatigue. He therefore goes ahead to advise on how to increase levels of fresh air intake and increased ventilation rates in buildings so that pupils remain concentrated on the task of learning.

Findings are in line with Mark (2002) who also asserts that enhanced ventilation rates that help dilute contaminants especially chemical and biological (mold and bacteria) contaminants that have high negative health effects in addition to delivering more adequate supplies of fresh air. In addition, the volume of air that children breathe is greater in proportion to their body weight than adults do. Therefore, the need for ventilating classrooms and school buildings is necessary to remove and dilute contaminants that come from the breathing of people, from building materials

clothes, deodorants, perfumes, from their skin and other agents that are harmful which may build up inside because poor air circulation makes teachers and pupils sick and yet sick pupils and teachers cannot really perform as well as healthy ones (Mark, 2002).

Wayne (2015) also argues that schools that it is hard for schools to give the best to their pupils especially in the area of academic achievement if they have not been able to create a conducive atmosphere for teaching and learning and also provide the necessary learning facilities. This has been among the reasons for poor academic achievement of pupils in many primary schools.

Mark (2002) contends that in schools with inadequate ventilation, pupils in such schools are more likely to have symptoms associated with sick buildings, swelling of the nasal mucosa which could lead to absenteeism.

Jeffery (1999) also affirms that performance is related to lighting levels that scores in reading speed and accuracy are always higher in an extremely bright than in dim environment.

Tanner (2009) is in agreement that the educational environment in totality needs to consider the lighting system of a school as an active element. Therefore, lighting in a classroom has got a particular critical role that it plays given the direct relationship between pupil's performance and good lighting since discomfort is as a result of bad lighting.

Shamaki (2015) argues that education achievement is likely to be determined by the idealness of the learning environment. Therefore, clean, quiet and comfortable environment are important components of learning environment like good atmosphere which varies in regions and schools, lighting and noise control, provision of furniture, ventilation and others. According to Stephen (2015), instructional materials, classrooms, furniture, the buildings, equipment constitute the school physical environment.

Shamaki (2015) and Mark (2002) both agree that education achievement is likely to be determined by the idealness of the learning environment that clean, quiet and comfortable environment are important components of learning environment like good atmosphere which varies in regions and schools, lighting and noise control, provision of furniture, ventilation and others.

In this study, school environment factors included the lighting system, ventilation and the cleanliness of the school compound.

According to Stephen (2015), things like the classrooms, equipment, buildings, instructional materials, furniture, play ground, laboratories, libraries make up the school physical environment where by issues like the number of teachers, infrastructural facilities like school buildings and classrooms for the pupils, number of schools are given priority by educational planners and little attention is given to the quality of the environment which helps to make initial judgments about the quality of what goes on in the school by parents and friends of educational institutions as they can get attracted.

It is therefore important that planting of flowers, trees and maintaining lawns, well cleared grasses together with provision of sanitation are done by the school management so that improvement in the study environment and quality of life are achieved (Stephen, 2015).The findings are in line with the Resource Theory because it focuses on resources brought together and their proper use that quality output can be realized. Therefore, the Theory supports the findings that there is a significant positive relationship between school environment factors and the quality of education.

5.3 Conclusion

The conclusions based on findings of each of the independent variables are presented objective by objective .

5.3.1 The relationship between UPE input factors and quality of education

The findings revealed that there was a weak statistically significant positive relationship between UPE input factors and quality of education as per correlation results $r=0.207$, $p<0.05(=0.027)$. It was also established that the school was provided with adequate teaching learning aids and that the school infrastructure was good. There were however mixed reactions on the status of the school buildings, as to whether funds received are adequate and whether they come in time. It can therefore be concluded that improvements in school infrastructure, instructional materials and funds shall lead to improvements in the quality of primary education.

5.3.2 The relationship between UPE process factors and quality of education

The findings revealed that there was no statistically significant positive relationship between UPE process factors and quality of education explained by correlation results $r=0.113$, $p<0.05(=0.161)$. However, this can be explained by the uncertainty of respondents (pupils) as to whether the practice of automatic promotion is good or not.

It was also established that officials effectively monitor school activities, teachers use appropriate teaching methods and give assessment tests to pupils, teachers and head teachers monitor pupils' attendance, and the head teacher monitors the teachers' activities. There were however mixed reactions on whether the practice of automatic promotion is good with 44.3% in agreement and 40.4% in disagreement. It should be therefore noted that improvements in the process factors (supervision, assessment, the practice of automatic promotion and teaching methods) shall be directly related to improvements in the quality of education as well as a decline in process factors shall lead to a decline in the quality of education.

5.3.3 The relationship between school environment factors and quality of education

The findings revealed that there was a statistically significant positive relationship between school environment factors and quality of education where $r=0.293$, $p<0.05(=0.000)$. It was also established that there is enough light around the school, the classes are well ventilated with fresh air and the school compound is always clean. There were however mixed reactions on whether the lighting system of the school is good with 57.1% in agreement and 28.2% disagreement.

It can therefore be concluded that improvements in school environment factors (lighting, cleanliness and ventilation) shall lead to improvements in the quality of primary education.

5.4 Recommendations

In the previous section of this study, there are conclusions that were drawn that provided a basis upon which the recommendations are being made according to the study objectives basing on the significant factors that were established.

5.4.1 UPE input factors and quality of education

The study established that there exists a weak positive statistically significant relationship between UPE input factors and the quality of education where $r=0.207$, $p<0.05(=0.027)$.

The dimensions under input factors included school infrastructure, instructional materials and funds. The study found out that some of the problems associated with UPE input factors were that in some schools, the school buildings were too old and not enough for the number of pupils available. Therefore, in order to attain quality education, there is need to improve on the school infrastructure, since learning cannot take place in uncondusive school environment.

It was also found out that there are instructional materials available in schools but these are not adequate. Therefore, findings suggest that there is a need to improve on the teaching learning aids which will help to improve on the quality of primary education in the schools and therefore, more instructional materials should be provided.

Findings from interviews also revealed that some resources are misused like the textbooks.

Therefore, schools should be audited so that teachers can give accountability of how resources are used.

In addition, the study found out that the funds given to schools were not enough where money is given depending on the size of the school that schools with a big number of pupils suffer to utilize the little resources available to maintain the school. The ten thousand shillings given per pupil per year is really very little to maintain a child for a year. Therefore, the amount of funds given to schools should be improved upon and considering the 10000 per child per year is too little so let government grant be meaningful to a meaningful level. More to that, it was found out that it is just of recent that funds come in time at a time when school activities are on. The timing should therefore be consistent that funds come in time. It was also found out that parents do not provide basics yet the schools are not in position to provide them and therefore the need to sensitize parents about providing basics.

5.4.2 UPE process factors and quality of education

The study established that there is no statistical (negative) relationship between UPE process factors and the quality of primary education with $r=0.113$, $p>0.05(0.161)$ to support the research hypothesis that there is a significant positive relation between UPE process factors and the quality of primary education.

The dimensions under process factors included supervision, assessment, pupil automatic promotion and teaching methods.

Findings of the study revealed that although teachers give assessment tests termly and pupils generally approve of their teaching methods, there is still room for improvements as highlighted by the respondents.

Supervision of pupils' attendance is well done and officials supervise school activities as well as head teachers do supervise teachers' activities in the school. However, it was also found out that some areas are not given attention and this suggests that there are many gaps regarding school inspection, provision of assessment tests and supervision of teachers by the head teachers. To this note, the researcher recommends that to ensure good quality of primary education, such gaps should be filled, supervision should not only be in class but in all areas like the usage of funds, instructional materials to mention but a few.

More to the above, the study found out that though head teachers supervise teachers' activities, some of them are rude when doing this and it has demoralized some to teachers and the pupils who witness such have always got disgusted with the head teacher. In the end, they have lost respect for them. Therefore, the researcher recommends that head teachers be sensitized on how to supervise their teachers in a professional way.

The study also found out that there are teachers employed in these schools but they were not enough to the extent that it found out that one teacher teaches a subject in four classes with each class having a very big number of pupils. This has made them inefficient and therefore the researcher recommends that let more teachers be employed.

In addition, the study found out that the practice of automatic promotion was perceived differently by different stakeholders. That is, some have welcomed the practice while others have not. Basing on this therefore the researcher recommends that the policy of automatic promotion should be revised because it has not been conceived in the same way by most of the stakeholders in primary level of education.

Let there be a specific strategy on how to implement automatic promotion or let the concerned officials revise the policy so that stakeholders have a better perception of it.

5.4.3 School environment factors and quality of education

The study established that there exists a significant positive relationship between school environment factors and the quality of primary education with $r=0.293$, $p<0.05(0.000)$. The study revealed that in some UPE schools the lighting system needed to be improved upon.

The windows were available in the schools but needed to be designed at a lower level so that they complement on the ventilation system to bring in enough fresh air.

On further observation, the school environment needs more attention. That is to say, schools should keep the environment clean with some trees planted to provide more fresh air.

5.5 Limitations of the study

Although every effort was made to ensure that there is control of the limitations to the study, there were those that were beyond the control of the researcher. First of all, the study focused on three factors that affect the quality of primary education that were sought to be important by the researcher because they needed immediate attention. However, there could be other factors that may have an effect on the quality of education but due to limited resources; the researcher could not explore all of them. Therefore, this forms the basis for further research in the related area of interest.

Another limitation was due to the busy schedule of DEO and the parish education officers that on several occasions, the researcher tried to meet them but she failed and the views of these two respondents were not captured.

More to the above, the researcher encountered the limitation of considering one case of Nakawa Division which is in an urban setting with different social issues and financial issues. This made it difficult for the researcher to review literature with findings from other areas that seemed rural with different social settings and financial issues.

The study also considered two schools in Nakawa Division which are found in the central to represent the rest of the schools including those in the slums of Nakawa Division with different social and financial issues.

In addition, some of the documents to be reviewed were missing in schools which limited the researcher from accessing some information. During interviews, some respondents exhibited bias and some were giving information that appeared more acceptable to the researcher.

5.6 Contribution of the study

As it was stated earlier in the problem statement that pupils in the primary schools in Uganda are not being prepared with the problem-solving skills, technical know-how, and intelligence that are needed in their lives to solve day to day problems and that schools have not clearly prepared Ugandan pupils to increase human capital capacity and competitiveness of the country yet pupils achievement has got a bearing on the economic growth of the country and this led to attempts both in Uganda and internationally to understand better the determinants of pupil achievement where by the quality of education is a key parameter for the assessment of the performance of any educational system (Byamugisha and Keiichi, 2010).

Basing on the publications in news papers and other earlier research about the increasing cases of quality of primary education, the findings of this study will be of help to the policy makers, the teachers, the parents and the pupils and the government at large who are the stakeholders in the UPE programme to lay strategies for attaining quality of education.

5.7 Areas for further research

The researcher explored some factors that affect the quality of primary education. However, there are so many dimensions of UPE and quality of education that were beyond the scope of the study. Therefore the researcher suggests that further research in this area should consider measuring the quality of education in line with the following:

1. Teachers' welfare and the quality of primary education.
2. Assessing the school environment in terms of security of the school and the quality of primary education.

3. Assessing the external environment like parent's attitude, distance between home and school, absenteeism of both pupils and teachers.
4. Assessing the quality of curriculum delivery in relation to the quality of primary education.
5. Assessing the quality of management in the school and the extent to which it contributes to learner achievement.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR PUPILS

My name is Twawebwa Agnes a student of Masters in Project Planning and Management from Uganda Management Institute. I am required to carry out research in partial fulfillment of the requirements for my degree. The interest of this study is to establish the relationship between UPE and the quality of primary education in Nakawa Division Kampala City, Uganda. Therefore, you have been sampled to participate in this research giving information that will be treated with a lot of confidentiality and for academic purposes only. To ensure this, you are requested not to write your name on this questionnaire. Note that your participation is voluntary and your consent is entirely by choice to fill and complete this questionnaire. Thank you very much for your cooperation.

PART A: GENERAL INFORMATION

Please tick in the box placed against the suggestion of your choice. Thank you.

1. What is your sex?

1. Male

2. female

2. What is your age?

1. Below 9 years 2. 10-13 years 3. 14 years and above

2. For how long have you been in a UPE school?

1. Less than 3years 2. 4-8years 3. 9-13years 4. Above 13years

4. In which class are you?

1. P. 5 2. P. 6

Section B

Please tick the number that best describes your opinion using the scale below.

| Scale | 1 | 2 | 3 | 4 | 5 |
|-------|-------------------|----------|----------|-------|----------------|
| | Strongly disagree | Disagree | Not sure | Agree | Strongly agree |

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------|----------|-----------|----------|-----------|
| | SD | D | NS | A | SA |
| In put factors | | | | | |
| 1. The school buildings are good | | | | | |
| 2. The school is provided with adequate teaching learning aids. | | | | | |
| Process factors | | | | | |
| 3. Officials effectively monitor school activities | | | | | |
| 4. Teachers give assessment tests | | | | | |
| 5. The teaching methods are appropriate | | | | | |
| 6. The practice of automatic promotion is good | | | | | |
| 7. Teachers and head teachers monitor pupils' attendance | | | | | |
| School environment factors | | | | | |
| 8. There is enough light around the school | | | | | |
| 9. The classes are well ventilated with fresh air | | | | | |
| 10. The school compound is always clean | | | | | |
| Output factors | | | | | |
| 11. Many pupils in this school complete primary seven | | | | | |
| 12. The pupils in this school perform well in examinations | | | | | |

5. How would you rate your overall experience in UPE schools?

1. Highly unsatisfactory 2. Unsatisfactory 3. Satisfactory
4. Highly satisfactory

6. What can be done to improve or make your experience in UPE better?

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.....
.....
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APPENDIX 2: INTERVIEW GUIDE

INTERVIEW GUIDE FOR THE DIVISION EDUCATION OFFICERS, PARISH EDUCATION OFFICERS, HEAD TEACHERS, TEACHERS, AND CHAIRPERSONS OF SMCs

1. When did you join this office?
2. What is your view about UPE programe and its practices in Nakawa Division?
3. What is your view about class work assessment in Nakawa Division?
4. What is your opinion about automatic promotions in Nakawa Division?
5. What is your opinion on the supervision of teachers in Nakawa Division?
6. What is your opinion on the supervision of schools by inspectors in Nakawa Division?
7. What do you have to say about amount of funds given to schools in Nakawa Division?
8. What is your opinion about the school infrastructure in Nakawa Division?
9. What is your view about the time that funds are given to and received in schools in Nakawa Division?
10. What do you have to say about the instructional materials in the school?
11. What do you have to say about the lighting system in the schools in Nakawa Division?
12. What is your view about the ventilation system in schools in Nakawa Division?
13. What is your view about the cleanliness of the schools in Nakawa Division?
14. What do you have to say about the pupil's academic performance in Nakawa Division?
15. What is your view about the teaching methods in Nakawa Division?
16. What is your view about the completion rate of pupils in Nakawa Division?
17. In which areas would you need improvement in Nakawa Division?

18. What suggestion do you give the concerned officials in order to improve the learning teaching environment in Nakawa Division?

APPENDIX 3: DOCUMENTARY REVIEW CHECKLIST

1. Annual resource allocation for the years 1998-2014 were reviewed.
2. Primary leaving examination result reports for years 1998-2014 were reviewed.
3. Annual completion rate were reviewed for the different years 2003-2014.
4. Class teachers' files were reviewed to check for lesson plans and teaching methods.

APPENDIX 4: OBSERVATION CHECKLIST

1. The researcher observed the status of the classrooms
2. The researcher observed the status of the libraries
3. The researcher observed the availability of instructional materials
4. The researcher observed the cleanliness around the school
5. The researcher observed the lighting system around the school
6. The researcher observed the ventilation designs in the buildings

APPENDIX 5: FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

1. When did you join the school?
2. What do you have to say about the infrastructure of the school?
3. What do you have to say about the teaching methods in class?
4. What is your opinion on the class assessment?
5. What have teachers done to see that you excel in class?
6. What do you have to say about the instructional materials?
7. What do you have to say about the automatic promotion in class?
8. What is your opinion on the head teacher's supervision of teacher?
9. How do you find the inspection of the school by officials?
10. How do you find the lighting system in the school?
11. What do have to say about the fresh air in classes?
12. What is your opinion about the cleanliness in the school?
13. In which areas would you suggest improvement?

APPENDIX 6: TABLE OF CODES

| HEADTEACHERS (INTERVIEWS) | | | |
|--|------------------------|---------------------------|--------|
| Name | School | Date | Code |
| | Ntinda Primary school | 21 st /11/2016 | HT1 |
| | Police Children School | 24 th /11/2016 | HT2 |
| CHAIR PERSONS of smc (INTERVIEWS) | | | |
| | Ntinda Primary School | 21 st /11/2016 | CPSMC1 |
| | Police Children School | 24 th /11/2016 | CPSMC2 |
| TEACHERS (INTERVIEWS) | | | |
| | Ntinda Primary School | 21 st /11/2016 | TN1 |
| | | 22 nd /11/2016 | TN2 |
| | | 22 nd /11/2016 | TN3 |
| | | 23 rd /11/2016 | TN4 |
| | | 23 rd /11/2016 | TN5 |
| | Police Children School | 24 th /11/2016 | TP1 |
| | | 25 th /11/2016 | TP2 |
| | | 25 th /11/2016 | TP3 |
| | | 28 th /11/2016 | TP4 |
| | | 29 th /11/2016 | TP5 |

| PUPILS (FGD) | | | |
|---------------------|------------------------|---------------------------|------|
| P.6 | Ntinda primary school | 22 nd /11/2016 | FGD1 |
| P.5 | | 23 rd /11/2016 | FGD2 |
| P.6 | Police children school | 28 th /11/2016 | FGD3 |
| P.5 | Police children school | 29 th /11/2016 | FGD4 |