



**FACTORS AFFECTING THE IMPLEMENTATION OF UNIVERSAL
PRIMARY EDUCATION (UPE) IN UGANDA: A CASE
STUDY OF KAMULI DISTRICT**

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DECLARATION

I, **George Mukose**, do hereby declare that this dissertation is my original work and has never been submitted at any institution of higher learning for any award.

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APPROVAL

This dissertation has been written under our supervision and is therefore approved for the award of the Masters Degree in Management Studies (Public Administration and Management) of Uganda Management Institute.

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DEDICATION

This dissertation is dedicated to Pearl Muwereza who was born when I was away for this course. It was prophesied that he shall be amazing and influential, doing things beyond his age and that wherever he will go, people will desire to see his father! Amen. (Pr. Silas, 4th, September, 2011).

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ACRONYMS AND ABBREVIATIONS

UPE	:	Universal Primary Education
UNESCO	:	United Nations, Educational, Scientific, Culture Organization
CAO	:	Chief Administrative Officer
CFO	:	Chief Finance Officer
UNATU	:	Uganda National Association of Teachers' Union
DEO	:	District Education Officer
CCT	:	Coordinating Centre Tutor
D.V.	:	Dependent Variable
SFG	:	School Facilities Grant
PAF	:	Poverty Alleviation Fund
SMC	:	School Management Committee
PTA	:	Parents Teachers' Association
MoE &S	:	Ministry of Education and Sports
P.L.E.	:	Primary Leaving Examinations
I.V	:	Independent Variable
ESIP	:	Education Sector Investment Plan
IMF	:	International Monetary Fund
W.B	:	World Bank
MEC	:	Members of the Executive Council
UMI	:	Uganda Management Institute

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ABSTRACT

This study explores factors affecting the implementation of UPE in Uganda, a case study of Kamuli district. It focuses on four major factors namely; financial management, staffing of teachers, infrastructure/facilities and school inspection /supervision in relation to the successful implementation of UPE. The purpose of the study was to examine the factors affecting the implementation of Universal Primary Education (UPE) in Uganda in order to improve on access, quality and equity. The objectives were: To investigate the effect of financial management on the implementation of UPE; To assess how staffing affects the implementation of UPE; To establish the extent to which infrastructure/facilities affect the implementation of UPE and; To examine the effect of school inspection/supervision on the implementation UPE. The researcher adopted a cross-sectional study design, employing both quantitative and qualitative approaches. There were 240 respondents selected using both probability and non- probability sampling techniques. The study used both primary and secondary sources and data was collected by use of questionnaires, interview guides, observation checklists and documentary review. Quantitative data was analysed using the Statistical Package for Social Scientists (SPSS) well as qualitative data was analysed using words to describe trends, patterns and relationships. The study found out that that there was poor planning, irregular disbursements/utilization as well as poor accountability of UPE funds. The study also found out that there was a strong relationship between staffing and the implementation of UPE. Although infrastructure/facilities are important, the study revealed a weak relationship with the implementation of UPE. It also revealed that school inspection has great influence on the implementation of UPE. It was, therefore, concluded that lack of poor financial management, inadequate staffing, lack of infrastructure and irregular school inspection/supervision affect the implementation of UPE in Uganda. The study recommends timely disbursements of UPE funds to allow for proper utilization and accountability, revision of the staff-ceiling policy based on the number of classes per school and facilitation of inspectors to ensure regular visits to schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was an investigation into the factors affecting the implementation of Universal Primary Education (UPE) Programme in Uganda: A Case study of Kamuli District. The successful implementation of UPE is conceived as the dependent variable and factors, the independent variables. The independent variables include financial management, infrastructure/facilities, staffing as well as school inspection/supervision.

1.1 Background to the Study

1.1.1 Historical Background

Education is conceived as a fundamental basic Human Right the world over. The Dakar World Conference on Education For All (EFA) of April 2000 adopted six goals to be achieved by the year 2015. Goal number two is about Universal Primary Education ensuring that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access and complete free and compulsory Primary Education of good quality (UNESCO, 2000). The Dakar World Education Forum also re-affirmed the vision of the World Declaration of Human Rights and the Convention on the Rights of the Child, that all children have a right to benefit from an education that will meet their basic learning needs. Other international fora on education include the Amman Affirmation adopted by the Mid-Decade Meeting on Education for All, Jordan 16-19, June 1996. The United Nations Resolution on Education for All adopted by the General Assembly of the United Nations, October, 1997 and the Draft

Resolution on the United Nations Literacy Decade adopted by the General Assembly in 1999, among others.

Member countries have the obligation to ensure that EFA goals and targets are reached and sustained. However, the paradox is how countries with weak economies and limited resources can improve both accessibility and quality to Basic Education. Although the EFA (2000) assessment demonstrates that there has been significant progress in many countries, it is unacceptable that 113 billion children have no access to primary education, gender discrimination continues to permeate education systems and the quality of learning and acquisition of human values and skills fall short of the aspirations and needs of both individuals and societies.

According to the Education Regional Overview on Sub-Saharan Africa, 52% of the children were enrolled in primary school, the lowest enrolment rate of any region (UNESCO, 2000). Africa has more than 40 million children, almost half the world's school-age child population receiving no education. The regional report on education sector indicates that less than 10% of African children go to school and 4 out of 10 children did complete Primary School Cycle in 2003/05 (UNESCO-BREDA, 2005). Therefore, the trend of events point to a definite risk of failure to fully achieve Universal Primary Education by 2015 as estimated by the Darker World Conference on Education.

Nevertheless, educational opportunities in Africa have considerably been enhanced by International and Regional guiding instruments and principles to ensure equitable education for

all. However, it should be noted that Universal Primary Education (UPE) in Africa is a more recent phenomenon, for instance, it was started in Ghana in 1951, Nigeria 1976, Malawi 1994, Tanzania 2000, Cameroon, Burundi, Rwanda and Kenya in 2003. Countries like Cape Verde, Malawi, Mauritius, South Africa and Zimbabwe are known to have achieved up to 90% primary school enrolment. But dropouts have been all the more frequent reaching 1/3 of the aggregate enrolment in some countries. According to Leila (2000), there was a shortage of 15 thousand primary school teachers within Cameroon education system, for instance. Each school class held an average of 120-150 pupils due to lack of adequate teachers. Indeed, Africa faces stiff challenges in the implementation of UPE basically due to very weak economies. There are no adequate funds to sustain school activities, employ adequate teachers as well as conducting regular and effective supervision/inspection.

In Uganda, UPE was launched in 1997 (Monitor, January 7 1997) following the Presidential Pronouncement during the May 1996 elections. The pronouncement presented an ambitious and rapid expansion at the Primary School level, which exerted an immense strain on the quality of Education due to limited resources. According to the World Bank Study (2000) enrolment raised from 2.5 in 1996 to 5.7 million pupils in 1997. The promise which was made by the President to cater for 4 children per family was overwhelmed when all children were sent to school for enrolment.

Local governments are responsible for controlling the UPE Bank Accounts, receiving the UPE conditional grant transfers from central government (UPE Guidelines, 2002). It further stipulates that the Chief Administrative Officer (CAO) is accountable for the safe keeping and

proper expenditures of all UPE grants to the district. However, districts are known for delays in dispatching the UPE grants to the schools due to bureaucratic and administrative tendencies. For instant, on reception of the UPE funds at the district account, the accountant prepares vouchers to be signed by the DEO, Chief Finance Officer (CFO) and the Chief Administrative Officer (CAO) and the cheque will follow the same procedures before it is submitted to the bank in addition to the bank schedules. It should be noted that a cheque must be written to remove the funds from the “ Governments Grants Collection Account” to the UPE bank account where money is credited to the schools accounts. This study will address the issue of reducing bureaucracy and having the UPE funds dispatched to schools at the earliest opportunity possible.

When UPE commenced in 1997, it was slated to offer free education to 4 children per family. The primary school level was divided into lower (P.1-P.3) and upper primary (P.4- P.7). From the inception of the programme up to 2002/03 fiscal year allocations of UPE funds were as follows: Pupils in p1-P.3 were given 5,000/= p.a. (555.56) per month while P.4 to P.7 were given 8100/= p.a. (900 per month) (MoE & S Guidelines 1997). This allocation was revised in 2004/05 fiscal year to a basic amount of 100,000/= per month per school and a Unit variable cost of 4.657 p.a. per pupil. While government was satisfied with such allocation head teachers are left scratching their nails to see how such little money can be utilized. This study will show case the inadequacy of the UPE capitation to schools and how it has affected the successful implementation of UPE.

The Ministry of Education and sports come up with eligible expenditures based on the General Guidelines (MOE & Sports 2002). The eligible areas included:

- Extra Instructional Materials - 35%
- Co-curricular activities - 20%
- School Management - 15%
- Administration - 10%
- Contingency - 20%

If, for instance a school has 600 pupils the amount due to it per term will be 600 pupils x 4,657/= + 100,000/= = 1,031,400/=. One item, for instance extra instructional materials will cost 360,990/= ($\frac{35}{100} \times 1,031,400$). Making use of 360,990 to purchase prep books for teachers, pen, chalk text books to cover a period of three months is very ridiculous. This study will look into ways of supplementing the schools income in order to ensure successful implementation of UPE.

As schools are increasingly functioning as financial organizations, emphasis on financial management increases accordingly (Mestry, 2002). However, if sound principles in this regard are not formulated and implemented, schools could be heading for situations that would ultimately affect the implementation of UPE. Although the author emphasizes policy issue in financial management at the school level, he omits the crucial element of stakeholders' training in order to development their competences in financial management. This study looked at the dare need for developing financial management skills in consolidating the functions of a school as a financial organization.

The influx of children had strenuous implications on the Uganda Education System due to lack of financial resources, adequate human resource, and ineffective inspection/monitoring. The allocation of 5000/= per children P.1 – P.3 and 8,000/= from P.4 – P.7 per annum could not sustain the financial requirements for the schools.

As an adhoc arrangement, retired teachers and S.4 graduates were brought on board to mitigate the effect of inadequate teachers. The number of teachers increased from 118,859 in October 2002 to 129,000 in June 2003 (Mulindwa, 2006). However this had little effect in mitigating the challenge of inadequate teachers. The districts were meant to cater for inspection until 2003 when up to 5% of the UPE capitation was granted for the same. Children were encouraged to carry food “*Entanda*” to schools which could not be practicable. All these factors affect the quality of education which undermines government initiatives in introducing Universal Primary Education.

It is true that government has been increasing the salaries of teachers from 75,500/= in 1987 (Public Service Salary Structure 1987/1988) to 260, 000/= in 2010 (Circular Standing Instruction No. 3 of 2010), however, the primary school teacher remains the single least paid professional in Uganda.

The remuneration of teachers is far below average and this has been a major thorn in the successful implementation of UPE. In 2004, Uganda National Teachers Union (UNATO) demanded that the salary for lowest paid teacher (Primary School Teacher) be (UNATU 2009) revised to 450,000 per month. In response, government through consultation with the various

stakeholder including UNATU gave 200,000/= to the lowest teacher. Although UNATU pledged its commitment to further their bargaining, it is far from realizing its ideas because of low and mild bargaining powers let alone the division within the teaching fraternity. Akankwasa (1997), contends that teachers are considered as disorganized well as Nwankwo (1984), alleges that teachers themselves tend to be simplistic and a pathetic to issues and they are apparently perceived conservatives. This study will address the need for unionism in teachers' organizations in order to refocus their bargaining powers.

In her article "Teachers pay rise good but can be better", she argued that an increment of 60,000/= in the current economy is a mockery (Tumusiime, *The New Vision* June 30, 2010). She further asserts that it is a shame that government is investing huge amounts of money in UPE and USE forgetting the teacher. Kyeyune (2007), while discussing the role of funding agents wondered why a lot of money is spent at higher levels on workshops and seminars and when it comes to the implementation stage, the key stakeholders are given a row deal. The researcher coincides with the above authors and believes that successful implementation of UPE should envisage good remuneration packages for teachers, which is a major concern in this study.

1.1.2 Theoretical Background

This study is based on the Systems Theory which is a trans-disciplinary study of the abstract organization phenomena, independent of their subsistence, type, spatial or temporal scale of existence. This theory was first used by L. Von Bertalanffy, a biologist, as the basis for the field of study known as "general system theory, a multidisciplinary field (Bertalanffy, 1968).

This theory investigates both principles common to all complex entities, and the (usually mathematical) models which can be used to describe them. The other related fields of systems theory are information theory and cybernetics which help in understanding a wide variety of physical, social and behavioral processes including communication (Infrante, 1997).

The systems approach is important to schools in accomplishing their mission of all children learning, hence, fostering education success. In this aspect, the systems theory helps in identifying the key issues under the successful implementation of UPE as the dependent variable namely access, quality and equity. Learning requires a coherent and concerted effort on part of the stakeholders. In the implementation of Universal Primary Education, the stakeholders include: Ministry of Education and Sports, parents, local authorities, teachers, education officers and pupils among others (UPE Guidelines, 1997). In order to be successful in UPE implementation roles and responsibilities were assigned to the stakeholders for instance; government provides tuition, instructional materials, salary for teachers, to mention but a few. Parents are to provide food, medical care, pens, and books. Local authorities monitor programmes whereas education officers implement government policies and maintain education standards. In this context, all the stakeholders must meet their obligation in order to ensure successful implementation of the programme.

On the other hand, the systems theory propagates that academic success requires high expectations and purposeful support within a caring environment. A caring environment envisages provision of infrastructure and facilities in terms of classroom accommodation, instructional material, water and sanitation facilities which constitute a child-friendly and

conducive learning environment. Again a caring environment requires that all the stakeholders in the school community be on board, therefore, the systems theory helped in identifying the infrastructure/ facilities variable.

The systems theory also propagates the ideals of accountability, which is a major issue in the financial management variable. The systems theory goes beyond financial matters in accountability to include the execution of respective roles and responsibilities (IPSP, 2010). In the first place, it should be clear that no one entity can claim to go it alone but a multiple staff members including paras hence accountability rests on all the staff. Therefore, since many people impact on the learning, there is need to include everyone responsible in the discussions about how to make that learning happen. This means that everyone's efforts working in the same clear direction is vital.

Further still, a systems perspective of education can identify supports and barriers to successful implementation of a programme. Education programmes like that of UPE put in place procedures and mechanisms to ensure sustainability and successful implementation. For instance, under staffing, the Ministry of Education and Sports introduced staff-ceiling per district and under infrastructure there is the School Facilities Grant (SFG) which caters for classrooms, staff houses and pit-latrines construction. However, it is important to note that these procedures and mechanisms could be barriers to successful implementation of UPE. For instance, the national staff ceiling establishment based on average Teacher/Pupil ratio allocated per district, which, in many cases does not tally with the teacher requirement on ground,

especially in up country areas. The systems theory, therefore, helped in the identification of the staffing variable.

This study also hinges on John Dewey's Theories of Education which consummated the trends in education below the University level initiated by pioneer pedagogues animated by the impulses of the bourgeoisie – democratic revolution. This was especially clear in his views on child education which build on ideas first brought forward by Rousseau, Pestalozzi and Froebel in Western Europe and by kindred reformers in the United States. John Dewey fronted the rights of children in a democratic environment. In the researchers view, a democratic environment is one where there is observance of children's rights, proper financial management, adequate staffing, and infrastructure/facilities as well as regular school inspection/supervision.

The ideals of UPE are eminent in Dewey's theories when he sought to apply the principles and practices of democracy in the education system. In the first instance, he propounded that schools would be freely available to all from kindergarten to college as it is reflected in the UPE programme. Secondly, that the children would themselves carry on the education process aided and guided by the teacher, which is reflected in one of the variables of this study - staffing. The major aspect of the teachers' responsibility is to direct and guide learning although UPE imposes a lot more demands beyond the ordinary.

The symbolic interactionist theory which was propounded by Robert Rosenthal and Lenore Jacobson in 1968 limits its analysis of education to what transpires in the classroom. Symbolic

interactions focus on how teacher expectations influence student performance, perceptions and attitudes. It is contended that where teachers expected a particular performance or growth, it occurred. It could be linked to a trade whereby if investors become afraid that the market will crash, they may sell their stocks which causes the market to crash. In the same vein, teachers in upcountry districts do not expect their learners to perform well due to intrinsic and extrinsic factors. The phenomenon where a false assumption occurs because someone predicted it is called a self-fulfilling prophecy (Warde, 1960). Therefore, the symbolic interactionist theory helped in identifying the staffing variable.

In summary, this study is based on the systems, Dewey's, symbolic and interactionist theories which were relevant in identifying the variables.

1.1.3 Conceptual Background

In this study, four broad concepts namely: financial management, staffing, infrastructure/facilities and school inspection/supervision were examined as factors that influence the successful implementation of UPE. Financial management constituted four basic elements of planning, disbursement, utilization and accountability of UPE funds (Horne and Wachowicz, 2001). The PAF general guidelines for planning and operation of conditional grants require that between November and June, district undertake a structure process of planning for the use of UPE funds (MoE, 2002). The process which commences at the school level takes into account the number of learners' enrolment upon which calculation are based for the disbursement. Timely disbursement and utilization of funds promotes efficiency which hinges on proper accountability based on value for money. The key underlying parameter in

financial management is transparency which involves submission of correct enrolment figures by head teacher display of the income and expenditure and the subsequent accountability which transcends paperwork and emphasizes physical outputs (Knott, 2004).

The Staffing variable examined the teacher/pupil ratio, remuneration and promotion of teachers. The Ministry of Education and Sports sets out district staff ceiling on the planning indicative figures from Ministry of Finance, Planning and Economic Development (MoES, 2006). The staff establishment is based on the enrolment and the harmonized national staff ceiling quota. The workload for teachers will depend on the staff available in a particular school regardless of remuneration. The output of a fairly remunerated teacher is generally higher which prompted the Ministry to come up with the Teachers' Scheme of Service providing for promotional ladders within the teaching ranks (MoES, 2007). As Moulton (2000), asserts, the performance of a teacher, who is the single most important influence on the quality of primary education, depends on the conditions of service. Poor remuneration for teachers has greatly affected their performance and requires immediate attention for improvement.

According to Gainey and Gayle (1996), classrooms, teachers' accommodation, sanitation facilities and instructional materials constitute the basic elements under the infrastructure/facilities variable. Adequate classrooms and instructional materials greatly contribute to the creation of a conducive learning environment which is an important element in the successful implementation of UPE. Provision of accommodation for teachers curbs late coming and absenteeism and facilitates efficiency in the execution of their duties (Jones, 1962).

Water and sanitation facilities promote the principle of “a health mind in a healthy body” which is a prerequisite for effective learning.

Inspection/Supervision examined facilitation, the role of school management committees and school administration (Head teachers, Deputies and Senior Education Assistants). The role of monitoring and evaluation is very crucial in attainment of set objectives. An effective school system requires the intervention of inspectors to offer support to teachers and monitor the implementation of government policies among other things (Gray and Wilox, 1999). In order for this to happen, facilitation in terms of fuel and transport means should be readily available. Because Inspectors cannot be everywhere all the time, school based supervision becomes inevitable. Head teachers, deputies and senior education assistants should conducted daily supervision to ensure that there is effective teaching/learning. The role of SMCs, parents and local leaders in monitoring school activities is very vital in supplementing the work of school administrators and inspectors (Whitemore, 1985).

1.1.4 Contextual Background

In 2002, Kamuli received a total income of UPE capitation of 5.659.000/=. The allocation was calculated basing on the standard national set figure of 5,000/= per pupil from P.1 – P.4 and 8,100/= from P.5 – P.7. This calculation was later revised to a basic amount of 100,000/= per month and a unit variable cost of 4.657 per pupil (UPE Grant Guidelines 2004/05). In 2009/10 a total of 1.032.745.000/= was received as UPE capitation grant.

The remission of funds starts with planning at the school level and the subsequent submission of monthly returns to the Ministry of Education and Sports through the District Education Office. The disbursement remains irregular for instance, since the beginning of 2010, schools received UPE capitation in April, after the close of first term. The utilization of UPE funds is characterized by lack of transparency since the information is confined to the head teacher and the Chairman/Treasurer school management committee. The requirement of displaying income and expenditure of UPE funds by head teachers is hardly complied with. This reveals poor utilization and accountability which is not based on “value for money” principle.

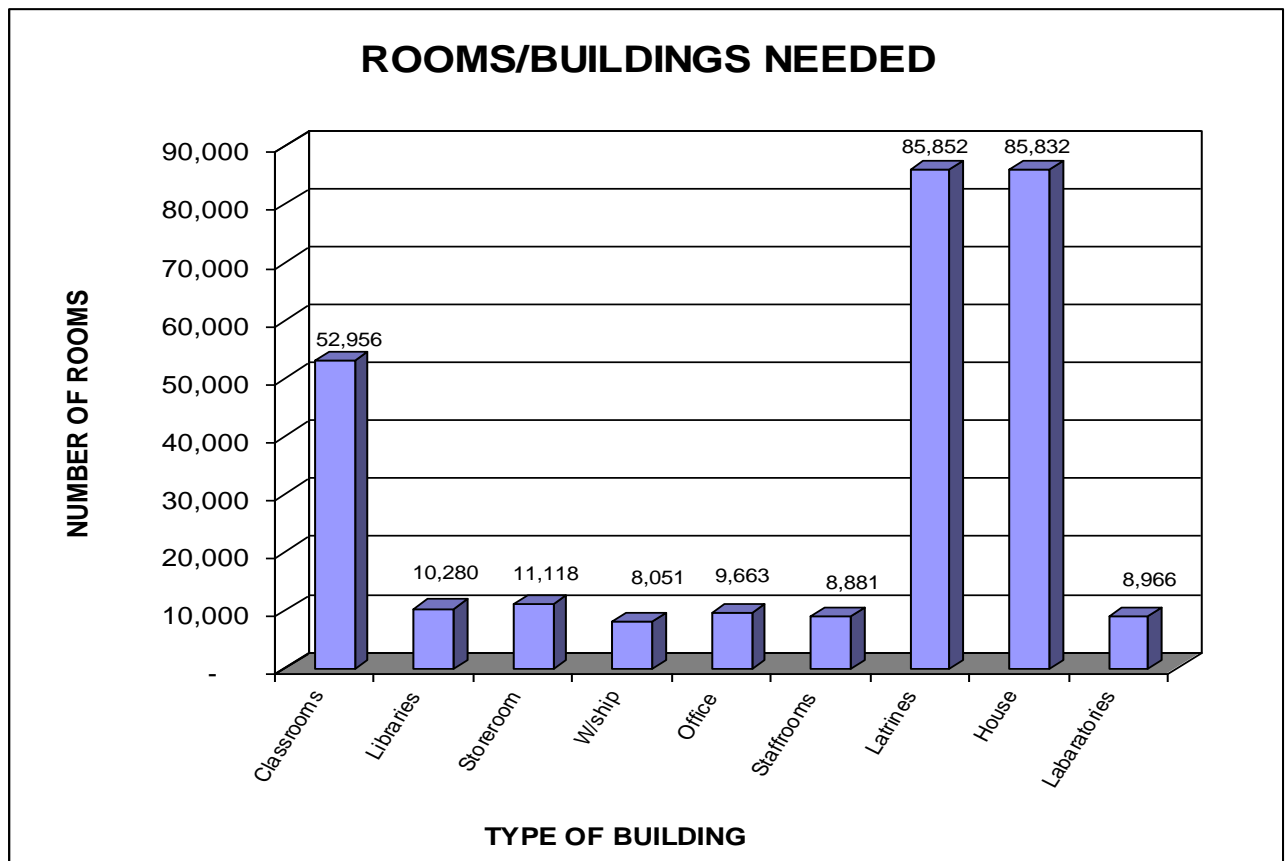
In 2002, the former Kamuli, (Bulamogi, Bugabula, Buzaaya and Budiope) had a total of 3.190 teachers; 2.146 of were male and 1.044 female (Annual School Census Report, 2002). This represented a total of 2.3% of the Uganda teachers in service. Remuneration is still the lowest in comparison to other professions with a maximum of 250.000= for a grade III teacher. Although government introduced the teachers’ scheme of service with promotional ladders, only 192 teachers have been promoted to the level of Senior Education Assistant (Kamuli Education Report, 2010).

In terms of infrastructures Kamuli has a total of 1311 permanent classrooms giving an average ratio of 85:1 (Classroom/Pupils). However, a feel of the remote areas reveal dilapidated buildings where they exist with many classes being conducted under tree shades. This renders learning ineffective especially during rainy seasons. Teachers’ accommodation poses a big challenge to the implementation of UPE because in urban areas the rent is very high yet in the remote villages it is hard to find a habitable house even if money for rent was available. Lack

of teachers' accommodation is the leading cause of absenteeism and late coming which undermines effective implementation of UPE programme.

The Pupil/Pit-latrine stance ratio is 71:1 far from the recommendation of 40:1. The pupil/stance ratio in Kamuli contradicts the MoES Report of 2004 which put it at 60:1. Water sources are scarce with a coverage of 37%, that is, within a radius of 1Km. Based on estimates, majority of the schools use inadequate quantities of water less than five litres per child per day. A third of the schools obtain water from boreholes, a clear indication that access to safe water is less than 35% of the schools population. The pupil/text book ratio is 5:1 especially in remote areas. The storage and utilization is very poor due to lack of libraries or at least bookshelves even in urban and semi-urban areas. The classroom learning environment is not conducive to learning due to the fact that most classrooms lack shutters which predisposes instructional materials to destruction. The diagram below shows the national requirement for infrastructure.

Figure 1: ROOMS/BUILDINGS NEEDED



Source: Uganda Education Statistics, 2003

From the above diagram, it is clear that the requirement for classrooms, teachers' houses and pit latrines is still very high.

Effective inspection of schools is still a nightmare! Funds continue to be irregular and inadequate, let alone lack of transport facilities at the district. For instance since 2009, money for inspection was last received in April 2010. The district had only two motorcycles without any fuel or maintenance costs allocated. For four years, the education department has not had any running vehicle which has rendered the work of inspectors very cumbersome.

Despite the various innovations undertaken to improve the implementation of UPE, Kamuli still grapples with the challenges of poor financial management, lack of adequate teachers, infrastructure/facilities and irregular supervision/inspection. It is upon such background that the researcher was prompted to carry out an investigation into the phenomenon so as to come up with workable solutions with intent to achieving quality primary education in Kamuli District.

1.2 Statement of the Problem

Since the commencement of implementing the UPE programme in 1997, government has injected billions of shillings in education and more so the primary sub-sector. The total education expenditure increased from 2.1% GDP in 1995 to 4.8% of GDP in 2000 while the share of the education sector in the national budget increased from 13.7% in 1990 to 24.7% in 1998 (MoES, 2004). Financial management is characterized by poor planning right from the school level involving uttering false enrolment, late and untimely disbursement, misappropriation of funds as well as poor accountability which is not based on value for money. School inspection is irregular revealing very few record visits of inspectors to learning institutions. Despite the greatest achievement of accessibility of 7.2 million pupils (MoES 2003), quality of primary education is still fragile because the expansion was not accompanied by the provision of required resources. Many children cannot read and write well leading to poor performance even at Primary Leaving Examinations (PLE) level. The UPE funds remain inadequate and irregular; the teacher/pupil ratio is very high especially in rural schools, (1.87) many children go without midday meals at school let alone ineffective supervision and inspection.

In Kamuli district, the pupil/classroom ratio is as high as 85:1 which causes an immense strain on the existing 1311 classrooms hence, congestion. The teacher/pupil ratio set at 1:71 (MoES, Circular ADM/282/287/10), dated July 5, 2006 is defied especially in the remote areas without teachers' accommodation to as high as 1:97. Although the national average pupil/text book ratio is projected at 3:1, the situation in remote areas is as big as 5:1, worsened by lack of proper storage for instructional materials. It is upon this background that the researcher is carried out an investigation into the factors that inhibit the implementation of UPE in Kamuli District.

1.3 Purpose of the Study

The purpose of this study was to examine the factors which affect the implementation of Universal Primary Education in Uganda, a case study of Kamuli District.

1.4 Specific Objectives

1. To investigate the effect of financial management on the implementation of UPE in Kamuli District.
2. To assess how staffing affects the implementation of UPE in Kamuli District.
3. To establish how infrastructure/facilities affect the implementation of UPE in Kamuli District.
4. To examine the effect of school inspection/supervision on the implementation of UPE in Kamuli District.

1.5 Research Questions

1. What is the effect of financial management on the implementation of UPE in Kamuli District?
2. How does staffing affect the implementation of UPE in Kamuli District?
3. How do infrastructure/facilities affect the implementation of UPE in Kamuli District?
4. What is the effect of school inspection/supervision on the implementation of UPE in Kamuli District?

1.6 Hypothesis of the Study

1. Financial management does not significantly affect the implementation of UPE in Kamuli District.
2. Staffing has no significant effect on the implementation of UPE in Kamuli District.
3. Infrastructure/facilities do not affect the implementation of UPE in Kamuli District.
4. School inspection/supervision has no effect on the implementation of UPE in Kamuli District.

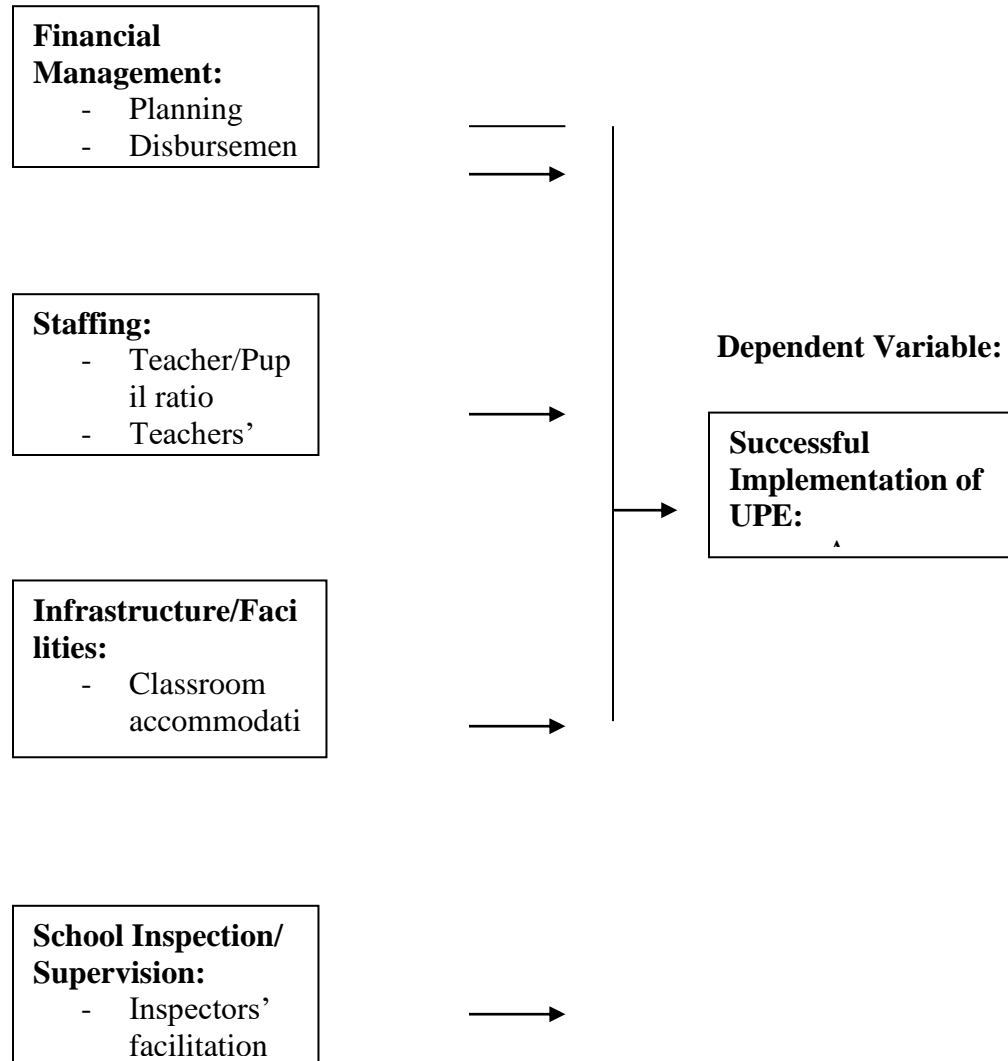
1.7 Conceptual Framework

The investigation was based on ‘ implementation of UPE’ as a dependent variable which focused on policy issues, access, quality and equity. The factors were identified from the systems theory which project four major aspects: environment, input, transformation, output and feedback. A system is said to comprise of four aspects; the elements/variables which may be physical or abstract or both, the qualities or properties, internal relations among its objects and the environment where the system exists.

CONCEPTUAL FRAMEWORK

Figure 2:

Independent Variables:



Source: Adopted from Uganda National Commission for UNESCO (2000)

The independent variables were four: Financial Management which focused on planning right from the school level, disbursement of the funds from the Ministry to the district and eventually to schools, utilization and subsequently accountability based on value for money. The staffing of teachers focused on national staffing ceiling, remuneration for teachers, accommodation and promotion. Infrastructure/facilities focused on the availability of classroom accommodation, pit/latrines, books, staff-houses. Supervision/Inspection will focus on the funds for Inspectors, Transport facilities; school based supervision by deputies and head teachers and the role of school management committees (SMCs) and PTA in monitoring of school activities.

Good policies coupled with effective management, funding and availability of infrastructure will definitely lead to successful implementation of UPE.

1.8.0 Scope of the Study

1.8.1 Contextual Scope

The study addressed the factors affecting the implementation of UPE in Uganda with specific reference to four major issues namely: financial management, infrastructure/facilities, staffing and school inspection/supervision.

1.8.2 Geographical Scope

The area of study was Kamuli district covering the three constituencies of Bugabula South, Bugabula North and Buzaaya. Five schools were selected from each constituency with at least one school per sub-county. The sub-counties include: Kamuli T.C. Balawoli, Nabwigulu and

Namasagali (Bugabula North) Namwendwa, Bulopa, Kitayunjwa and Butansi (Bugabula South), Nawanyago, Mbulamuti, Kisozi, Wankole and Bugulumbya (Buzaaya).

1.8.3 Time Scope

The period of study was from 1997 when UPE started to 2009, covering twelve years of uninterrupted implementation.

1.9 Significance of the Study

It is anticipated that policy makers will find this study crucial in re-directing focus on the four challenges hence come up with better policies so as to improve on the implementation of UPE.

Policy implementers may find this study useful especially in re-orientating strategies aimed at improved quality of primary education.

The findings may also be useful to the key stakeholders (Government, SMCs, Parents and teachers) in meeting their obligations towards the implementation of UPE.

This study will add value to the body of existing knowledge and perhaps lead to ventures in further research.

The other significance of this venture is to enable the researcher to add value to his professional career by way of obtaining the Degree of Masters in Management Studies (Public Administration and Management) of the Uganda Management Institute.

1.10 Operational Definitions of Terms in the Study

Systems Theory:

A trans-disciplinary approach which abstracts and considers a system as a set of independent and interacting parts.

Theory:

A set of interrelated constructs, definitions and prepositions that present a systematic view of a phenomena by specifying relations among variables with the purpose of explaining and predicting the phenomena (Kerlinger 1973)

Cybernetics:

The study of field and derived concepts such as communication and control in living organisms, machines and organization

Universal Primary Education:

The provision of basic education to children of primary school going- age (6⁺years).

Quality Education

This is the perceived adequacy, reliability responsiveness and assurance of education services provided to meet the learners' expectations.

School Management Committee

The statutory governing body of which is mandated to manage the affairs of a primary school on behalf of government.

School-Based Supervision

This is the follow-up of activities by the headteacher, deputy or senior education assistants to ensure effective implementation of school programmes.

Instructional Materials

These are teaching/learning aids used during classroom instruction to facilitate change of behaviour. They may be text or non-text book materials, visual/and or audio-visual materials.

School Inspection

These are visits made to schools by inspectors to guide and mentor teachers in their roles and responsibilities both within and without classrooms.

Teachers Remuneration

In the context of this study, this refers to the teacher take-home package including salary, allowances and other fringe benefits which constitute conducive working terms and conditions.

Planning

The setting up of goals, identifications of priorities, mobilization and allocation of resources geared towards the achievement of the intended objective.

Disbursement Float

Is the time between payment (a cheque for example) being prepared and its being presented for payment at the government bank (Anwar, 2007).

CHAPTER TWO

REVIEW OF LITERATURE

2.0. INTRODUCTION

This chapter reviews the work of other scholars on education in general and the implementation of Universal Primary Education in particular. This was intended to put the topic in perspective by highlighting the various school views and identifying gaps which will form the basis of the study. The chapter was structured under the four independent variables namely Financial Management in the implementation of UPE, Staffing, implementation of UPE, Provision for Infrastructure/Facilities and the importance of school Inspection/Supervision.

2.1.0 Financial Management in the Implementation of UPE

According to Higgins (2009), finance is central to an organisation's planning activities because much of the language of forecasting and planning is financial. On the other hand Lezzi (2003) contends that financial management is a process, not a function performed by someone who simply knows the difference between debits and credits. Although the author continues to argue that everybody does things differently, and that every organization has its own personality, culture, and history, certainly financial management ought to follow a definite process. The process starts with the initial perception of a financial plan or budget follows through with a system of analysis, review, and interpretation for the year and further stretches out to become the organisation's long term strategic plan. Unfortunately most many schools have no definite financial management processes leading to inefficiencies in the implementation of UPE.

Horne and Wachowicz (2001), define financial management as the acquisition, financing and management of assets with some overall goal in mind. Thus the decision function of financial management can be broken down into three major areas: the investment, financing and asset management decisions. Any enterprise, whether run by one person or many, having a profit objective or not needs money to acquire resources to operate (Knott, 2004). Therefore, the role of the financial manager is to provide information to facilitate optimal investment and financing decisions and ensure that the resources of the organization are controlled effectively. However Waal (2007) asserts that more than 50% of the managers take decisions based on gut feeling, not on hard facts and 36 per cent have “black boxes” in the organizations (areas of which they have little knowledge) – SAS Institute Nederland, 2002). Although head teachers mind a lot about financing, little is considered about investment and asset management, the gap which this study intends to address.

2.1.1 Planning

According to Santiso (2005), Planning and budgeting go hand in hand which process is key to decision-making whereby interests of different stakeholders confront each others. One of the predicaments in primary school planning is failure to achieve the intended desired effectiveness of budget management. While discussing the budget challenges, (Munroe – Blum, 2004) looks at even a wider context including universalities in Africa, Europe, Asia with 97%, 50%, 76% shortfalls respectively. Kayongo, (2007) substantiates that the challenge emanates from direct finance allocation from government coffers whose subventions have continued to dwindle resulting into severe financial quagmires. Although Mutula (2001) and Nawe (2002) argue that World Bank (WB) and international Monetary Fund (IMF) have

exerted pressure on African government to increase funding to primary education, primary schools continues to grapple with the challenge of deficiencies in their budgets.

Budget planning entails setting objectives, allocating funds for particular objectives, identifying sources of funding and determining how funds should be spent on specific activities in order to achieve the set objectives (Fozzard, 2008, Emojorho, 2004 and Fepuleai, 2007). This assertion is in line with MoLG report on social impact Assessment (2004) which emphasizes setting of goals, identification of priorities, allocation resources as well as activity implementation geared towards achievement of set objectives. However, Smith, Herbig, Milewicz and Golden (2006) raise a pertinent issue of budget control which focuses on supervision and monitoring which is a big challenge in primary schools. Lack of supervision and monitoring in budget implementation at primary school level has been identified as a big gap that must be addressed to ensure successful implementation of UPE.

According to the schools' handbook (2003/04), planning is deciding where you want to go, and then taking the necessary action to ensure that you get there. Failure to plan for an education institution is planning to miserably fail hence poor performance not only in academics but also in other aspects of administration. Planning and operation of conditional grants require that between November and June district undertakes a structured process of planning for the use of UPE funds (PAF Guidelines, 2000). However, at the school level most headteachers tend to effect the planning single-handedly and to make it worse only presenting budgets for the disbursed funds thus study will address the elimination of non-participation of stakeholders and lack of transparency in the process.

Gootnick and Gootnick (2000) contend that planning is the necessary initial step in launching and executing a successful program. However, Glavier (2005), asserts that collective participation in planning and budgeting increases the probability that staff will readily accept and work hard to achieve the set objectives. Shield and Young (2004), argue that participation in the budget process is more evident when lower levels managers have more knowledge than the top managers. However, Amany (1999) compounds the arguments that managers and subordinates must take charge of their areas of jurisdiction. Although the above authors clearly bring out the importance of planning and the need for participatory approaches to the process, there is no mention of the constitution of a knowledgeable team which would come up with clear objectives, plan of action/strategy and way of mobilizing resources so as to achieve the intended objectives.

2.1.2 Disbursement and Utilization of UPE Funds:

According to the UPE guidelines (2002), release of funds follows a rigorous and strict procedure. Larson (2007) contends that disbursement procedure is designed to safeguard incorrect claims and keep spending within budgetary guidelines. The disbursement float coupled with the bureaucracy in the UPE releases impact reciprocating effects on the subsequent utilization of the same. This is in defiance of the main objectives of a disbursement system which is to pay government's obligation in a timely and cost effective manner. Baltaci and Serdar (2007), compliments that decentralization efforts have failed to deliver expected service provision due to weak fiscal discipline and poor expenditure management. This study will address timely disbursement with intent to improving utilization of UPE funds in Kamuli District.

While discussing the issue of proper utilization of funds, Collier (2009), emphasized the pertinent role of managers in satisfying the stakeholders they have acted in the best interests of the organization rather than themselves. But as Villy (2008), asserts, the biggest problem is that nobody knows how much money they are responsible for the district. In this regard, Amany (1999), contends, that societal members are apathetic and easily swayed that the decision-making benefits of a particular system may not accrue to the majority as the more shrewd individuals will dominate the whole activity. The District Education Report (2010), reveal in most cases, that friction between the headteachers and SMC/PTA members revolve around UPE funds.

Baltac and Serdar (2007), contend that an internal and audit framework aims at improving financial and administrative management capacity by limiting fiscal behaviour that result in waste, misallocation and corruption. Hughes (2007), in agreement with the above author, asserts that effective internal control can help prevent, detect and correct the risk of corruption and that it is the responsibility of the auditors to check for the adequacy and effectiveness of those controls. Nevertheless, what is pertinent to this study is that the control environment which sets the tone and the forms the foundation for the rest of the internal controls, providing discipline and structure. However, the big numbers of primary schools in local governments render it unlikely that the internal Audit Department will have the necessary staff that will carry out comprehensive audits for all schools (MoLG, 2003).

2.1.3 Accountability

Watt, Richards and Skelcher (2002), assert that accountability is that state of being accountable, liable and responsible for certain actions or decisions. In a case between Schoombee and others Vs (MEC) Education, the members of the executive council for Education (MEC) argued that the head of the institution was the accounting officer, and as consequence accountable for the financial management of the school. The legal representative of the head of institution argued that the School Management Committee (SMC) is accountable for efficient and effective management of school funds and may delegate certain functions to the head who is accounted to the SMC. Likewise, well as the Education Act (2008) gives powers to the SMCs, the Headteacher remains the accounting officers, which leaves a gap in management even after explicitly instruction from the SMC. This study sought to clarify the roles of SMCs concerning their financial obligation so as to ensure implementation of UPE.

According to Bull (2008), accounting is a process of identifying, measuring and communicating information to permit information judgment and discussions by users of that information. In accountability, value for money is very crucial as supported by Mandeli (2006) who asserts that it is not enough to show that you are doing the right thing but the beneficiaries of a given service must be convinced that it is good and hence attain satisfaction. Richard and Salvatore (2004), contend that it has become increasingly acceptable that effective development outcomes require not sufficient resource transfers and sound macro-economic and social policies, but also efficient spending. Effectiveness and efficiency require proper use of resources, appropriate service delivery and sound management of funds (Ana 2008). This is a big gap evident in the primary school system which is to be addressed by this study.

Warren, Fess and Reeve (1996), assert that accounting knowledge is a major requirement in every profession and everyday living. They equated accounting to law and medicine claiming it continues to evolve and change as society and needs of society change. Likewise, a modern Headteacher should have basic knowledge about accounting in order to manage school funds optimally. Writing a cash book, ledger, vouchers and reading bank statement imposes a big demand for headteachers to be literate in accounting. Unfortunately, the major of headteachers are ignorant about the basic accounting needs which places them at risk in their financial transactions. This study explored ways of exposing headteachers to accounting tips so that they are in a better position to manage school finances as a precursor to successful implementation of UPE.

2.2.0 Staffing in the Implementation of UPE

Peterson (1960), asserts that no educational research, no building, no regulations, no systems of grants or compulsory attendance, no supervision of curricular can hope to be effective unless there are enough good teachers in schools. This means that a teacher is an important and constant factor in the implementation of any education programme. However, the author does not address the issue of national staff ceiling establishment and how it affects the staffing positions of schools, which is a major concern for this study.

In 1963, the castle Education communication recommended that there be training of more teachers and that teacher/pupil ratio be reduced to 1:40. The education Policy review commission (1989) recommended an investment program to address the educational problem,

optimum enrolment level inclusive. Although the Government white Paper on Education (1992) accorded high priority to primary Education with the hope improving the learning achievement, the challenge persistently haults the Primary section where the situation has been worsened by explosive enrolment under UPE. This study will investigate the slow response by government in answering the call to low the teacher/pupil ratio by various commissions.

In an article “Inquiry Confirms Ghost Teachers and Pupils” by Ahimbisibwe (Monitor June 24, 2010), the writer states that the commission of inquiry into the alleged misappropriation of UPE funds headed by Justice Muhanguzi unearthed hundred of ghost schools, learners and teachers. Without pre-empting the outcome of the inquiry, care must be taken on the allegation of ghost pupils and teachers. Namava (1989), contends that the attrition rate for teachers is high due to unfavourable conditions of service, which may be the cause for the alleged ghost teachers. On the other hand pupils attendance is greatly affected by economic activities of the area, infrastructure /facilities in the schools, staffing to mention but a few. This study addressed teachers’ attrition and irregularity as well as poor attendance of pupils which may be the cause of the alleged ‘ghosts’ in the implementation of UPE.

The task of education system transformation emerges from the need to improve quality of learning from a lax and unproductive one, (Maile 2002). This task requires a fundamental shift not only in attitudes, relationships and the environment, but also in the way resources are deployed and retained to achieve societal goals (Education Department, 1996) Many researchers (Baden-horst 1987; Chisholm and valley,1996;Govender 1996; Harts- home, 1992; or Ornstein 1981) have written about the challenges in Education but focus has been

mainly on aspects of teachers professional lives. This study revealed that at the heart of the poor performance lays an inefficient and ineffective staff-ceiling system and unless otherwise revised, the ideal quality education will elude the Ministry of education and its stakeholders.

2.2.1 The Teacher/Pupil Ratio

Buni (1993), Lusambya (1996) and Kyogabiirwe (1991), conducted studies on teacher/Pupil ratio in secondary schools. They all agree that handling large classes by teachers adversely affected the teacher's methods and attitudes in the teaching process. They also assert that big classes encourage teachers to use lecture methods of teaching. However, the authors omitted the important factor of teachers' preparations for large classes in terms of instructional materials and the effectiveness in the teaching/learning process which will be addressed by this study.

Markey (1978) contends that methods are the cause of success or failure in learning. This is in agreement with Ganton and Weston (1986) who argued that methods are vehicle or technique for teacher/student communication. However, the authors did not tackle the issue of teacher /pupil ratio in connection to the existing infrastructure which is an area of concern for this study.

In effective teaching, every activity should be planned methodically based, resourceful and related to the learners' experience (Obanya 1992). In complementing this assertion, Hudsepeth (1987) explored the various, activities in lower primary including games and how they could be employed in the teaching learning process. However, the two authors did not look at time

management in relation to big classes which is a big challenge in the implementing of UPE in Uganda today. This study is set to explore time management and the conducting of activity - based lessons in primary schools.

According to Sesan and Bart (1992), a large class is a very big hindrance to effective teaching/learning process. The authors went ahead to suggest an ideal class of 30-40 pupils in relation to the scarce instructional materials. Writing in agreement with the above authors, Jeremy (1990) asserted that reduced class sizes benefit more than those in large ones. However, these authors did not handle the issue of individual difference and the need for personal contact between the learners and the teacher for ideal assistance during the teaching /learning process.

The power to make children's learning fun and entertaining is one of the valuable educational characteristics which should be used to examine effectiveness (Evans 1979). Although teachers are meant to facilitate this process, the author did not put in to consideration of what it takes for a teacher to make the learning fun and entertaining. This study explored the impact of large classes on the teachers' morale and motivation in learning situation.

Assessment in education is very crucial because it provides information to the teachers on the progress of pupils (Dunn and Dancan 1988). Assessing pupils may be after a lesson, continuous or terminal and Clevbu (1991), contends that it requires use of various forms of techniques like tests or examinations. A teacher should realize that competence in assessment is part of their professional duties and require a lot of commitment. However, the authors did

not bring out the issue of the amount of work that a teacher has at the end of every lesson and how impossible it is to effectively assess all the learners. This study addressed the concept of assessment in light of the large classrooms.

2.2.2 Remuneration for Primary School Teachers

Oliveira and Farrell 1993 contend that teacher's salaries represent the single most costly item, generally accounting for 65 to 95 per cent of the education budget in developing countries. However, while delivering a speech on "Investing in Quality Senior High School Education" Professor L.O. Ansah, head of department of Cape Coast argued and stressed that the heavy national education bill should not deprive teachers of better remuneration. He further noted that no education reform could produce better results without improving the working conditions of teachers. Nevertheless all the authors did not tackle the salary discrepancy that exist in the Uganda Public Service between teachers and other public servants of the same qualification, for instance the nurses, which is a demoralizing factor leading to ineffective implementation of UPE.

According to the World Bank (1993), salary scales typically mirror government policies towards public civil servants. If they are low in relation to the private sector, or other employment opportunities, the labour force will tend to be of lower quality. This is true for both market and non-market economies. Indeed low salaries and lack of fringe benefits for teachers has been the major cause of failure by the teaching profession to attract and maintain a motivated workforce. However the World Bank report does not address the salary differential

between an ordinary and Headteacher, and the need for provision of allowances for hard-to-reach areas especially in rural districts like Kamuli.

Nations at every level of development are discussing teaching incentives and are profoundly concerned with the quality of schooling and, in particular the quality of teaching. In many countries, evidence suggests that student achievement has declined as has the academic ability of those entering the teaching profession. Although the causes differ from country to country, the net effects are similar. According to Kemmerer and Thiagarajam (1993), systems are experiencing difficulty in recruiting and retaining high caliber teacher due to limited finances and problems in identifying appropriate teacher incentives. This coincides with the aspect of this study which will address teaching incentive so as to improve on the performance of teachers hence quality education. (Indeed a comparative study of Pre-Udoji and Post-Udoji education commission in Nigeria indicates that improvement conditions of service for primary school teachers have significant impact on the quality of learning.)

The Education Policy review Commission categorically asserted that the quality of education in any country depends, to large extent on the quality of its teachers (Kajubi, 1989). A well trained and qualified teaching force accorded with favorable conditions of service is a prerequisite to guaranteed quality education. According to the White Paper on Education (1992), Government claim that it has been concerned about long standing poor conditions of service for teachers that have made the teaching profession increasingly unrespectable and unpopular.

2.2.3 Upgrading and Promotion

In his book “Becoming a Teacher” by Holborn (1988), two commitments are required to initiate and sustain professional growth. In the first instance, teachers must think about themselves as learners and then secondly they must determine their own directions and challenges for professional development based on individual needs and interests. The element of training is very crucial in professional development but greatly impeded by strict rules for upgrading and governments failure to offer salary increment after new qualification. Although Sambre (2003), argues that upgraded teachers are commitment, this is a result of frustration. In this respect the study explored the influence of promotion on performance of primary school teachers.

2.3.0 Infrastructure/ Facilities in the Implementation of UPE

Schooling requires at minimum, buildings, furniture, education equipment, accommodation for teachers (Oliveira and Farrell, 1993) among others things. In agreement with these authors, Ansah (2010), urges governments to improve on infrastructure in education sector to facilitate quality output. The latter continues to assert that even less competent or untrained teachers can produce good results when these resources are available. However, these authors had a general view regarding developing countries and did not bring out the empirical inferences in the Ugandan context. Furthermore, the authors did not bring out vividly how infrastructure/ facilities affect the implementation of Universal Primary Education in Uganda which the researcher will address in the study.

Heyneman (1998), observes that expanding enrolments have had unintended consequences. He concentrates on expenditures that decline significantly and the recurrent expenditure budget

shifts from non –salary categories which results in deteriorating education quality. However, the author does not explore the impact of swelling enrolments on the infrastructure and other learning facilities. The researcher believes that increased enrolments without due considerations to quality in any education policy is a deficient strategy. For this reason, this study addressed the increased enrolments and its repercussion on the existing infrastructure/Facilities.

The Ministry of Education and Sports (2001), set out basic requirements and minimum standards indicators for educational institutions. In the document published, basic requirements meant the minimum necessities that can facilitate quality education in learning institution other than pre-primary or nursery schools. (MoES, 2003). Although the Ministry well articulated the basic requirements on paper, it has proved beyond reasonable doubt that government itself can never translate the same into realities in their own schools. There has been growing suspicion that the Ministry wanted to use those indicators to witch hunt private institutions. This study intends to address how these basic requirements can be measured in view of remote areas like Kamuli to ensure successful implementation of UPE.

According to the stakeholders' handbook (2004), the main goal of UPE is to provide the minimum necessary facilities and resources to enable Uganda children of school going age to enter and remain in school and successfully complete the primary cycle. To facilitate easy access to schools, the MoE&S embarked on construction of classrooms and by the end of 1999, 4.000 had been put up and by 2001, an addition of 2.321 had been completed. (www.education.go.ug policy statement 2001 – 2001. H+m). Despite this effort, the

infrastructure in schools remains inadequate and where they exist some is not conducive for learning. Law makers on the social service committee warned that the far gains made in education could be eroded if government fails to address the deficiencies on policy formulation and inadequate infrastructural development and maintenance (Ssenkabira and Oluka, the Monitor 12, April / 2010). This study addressed the involvement of the community in infrastructural development and maintenance for sustainability.

In launching the second National Development Plan 1970-74, the Federal government of Nigeria attributed the high drop-out-rate in primary schools to inadequate facilities and poor quality of teaching (Nwagwu, 1981). One of the parameters of successful implementation of UPE is the level of retention and demonstrated completion of the primary cycle. It is a common phenomena in Uganda for the general public and even government to blame teachers for the alleged fall in education quality yet government has not met its obligation of equipping schools with adequate facilities to guarantee conducive learning environment. This research addressed infrastructure in terms of classrooms, water and sanitation facilities which the author did not address and showcase how the above determines the successful implementation of UPE.

2.3.1 Teachers' Accommodation

A central challenge in providing UPE is to recruit teachers willing to work, and work hard, in rural areas, (Murnane, 1993). He proposed a strategy of recruiting energetic young people from rural areas train them, with as little time spent in the urban areas as possible and encourage them to return to the rural areas. The premise of acceptance by the area residents and the

potential to assume positions of leadership, as asserted by the author is a misguided opportunity. It is in the opinion of the researcher that teachers' aspirations in the execution of their duties go beyond mere acceptance and leadership opportunities. Indeed the issue here is the quality of life in the rural areas where most primary schools are found without clean water, electricity, shopping facilities and habitable housing. This study to will address key issues of accommodation and other fringe benefits for survival which induces substantial output from a teacher.

2.3.2 Instructional Materials

Instructional materials are critical ingredients in learning because they provide information, offer learners the opportunity to use that they learnt and help teachers assess pupils learning (The World Bank 1990). In the same vein Hockheed and Gespoor 1991), assert that text books are a single most important instructional material for provision of basic education. Jamison (1982) related the availability of reading materials and text books to education quality and academic performance. However, the above authors d not address the issues of pupil/book ratio and the optimum use of text books which impacts on the pupils reading culture. Although government has undertaken efforts to provide instructional material, the ratio of 3:1 as reflected in the MoES is greatly contradicted with the ratio of 5: 1 in normal areas.

Nacino (1982), argues that by making use of instructional materials, a teacher has a chance to teach well, but without them he/she well certainly not teach all. Indeed Hist (1970) asserts that, a successful teacher requires certain personal and professional characteristics as well as the ability to understand learners, plan the curriculum effectively and make good use if

instructional material. The gap that this research addressed is the desegregation between text and non-text book materials and the immense challenge that it imposes on the duties of a teacher.

Starting in the mid – 1960s with the now-famous Coleman Report in the United states (Coleman and others, 1966), and the Plowden study in the United Kingdom (Peaker 1971), a substantial body of research appeared from industrial countries which indicated that out of school factors had a much greater influence on academic achievement than school-related variables directly under the control of teachers and educational administrators. While these studies have been criticized on methodological grounds, the general pattern of results have remained remarkably constant. On the contrary, studies conducted in developing countries like Chile (Schiefelbein and

Fawell 1973) and Uganda (Heyneman 1976), indicate that in developing countries, school – related factors are more important than out of school factors in explaining differences in student achievement. Birungi (2006), contends that library services in the majority of learning institutions in Uganda are still very poor. Oryem (2006), while looking at laboratory facilities, argues that institutions that experience acute shortages in equipment find it difficult to do science and research. Indeed, where learners have no text books at all, the provision of a small set of basic texts can have dramatic effects on achievement levels. This study investigated the effects of instructional material on the successful implementation of UPE.

2.4.0 School Inspection / Supervision

Oliveira and Farrell (1993), contend that there is no evidence about the effectiveness of typical formal school inspection and supervision practices. According to them, one alternative is to increase the level of professionalism of teachers, thus creating the conditions for the exercise of peer-group and self regulation. Without watering down the need for building professionalism in teachers, the role of school inspection need not be over – emphasized. Issues of quality assurance, dissemination and implementation of government policies, providing support to teachers, guidance and counseling, to mention but a few, are within the mandate of inspectors. Even with high levels of professionalism among teachers, the role of inspectors cannot be ignored.

2.4.1 School-Based Supervision

While discussing improvement in the context of primary schools in England Riche (2002) observed that the success of the professional development cycles was undoubtedly linked to the professional and interpersonal skills of the deputy and the Headteacher. He further argued that a key factor related to the role of the deputy Headteacher was that there was collegial respect and trust from the teachers. This is in contradiction to the realities on ground because deputies have failed to command respect from teachers due to the fact that most of them are in acting and caretaker positions. The head teacher's resourcefulness has consciously been lacking due to absenteeism and lack of commitment in the execution of their duties, (Education Report 2009). This study will explore the role of deputy headteachers and their deputies in school supervision as a precursor to school improvement and quality education.

Bell and Richie (1999), identified qualities of Head and deputy headteachers in school improvement including: ability to identify successful elements of a lesson and analyze why it was successful, ability to offer sound advice and identify specific ideas for improvement, confidence and decisiveness when working with colleagues, ability to make colleagues strength evident and help them feel valued . To develop these skills there is need for training or at least orientation to the drills in support supervision which is lacking among school administrators. This study addressed the development of competencies among heads and deputy Headteacher geared towards building capacity in school supervision.

The key factor that the headteacher and deputy headteacher must identify as impacting on successful implementation of UPE is the creation of a school ethos. The school ethos can only be established and operationalised through effective leadership. As observed by Tomlinson, Quinter and Smith (1999), schools are in a crisis and lack a sense of direction; teachers are jumpy and lack trust; and what is needed is visionary leadership. As observed by Stoll and Fink (1996), within a positive ethos, involvement in profession development cycles supports individuals within a collaborative culture and allows them to build on their strengths. This study explored way of initiating school ethos in Kamuli district as a means of achieving success in implementing UPE.

External School Inspection may be an appropriate instrument in judging school performance but cannot, on its own lead to improvement (Lee and Fitz 1998). While discussing the role of the Headteacher and deputy Headteacher, (Richie 2002) observed that school improvement in quality teaching is enhanced by a systematic development cycles set up to support teachers .

He stressed that the role of senior staff in facilitating these cycles and the implication with regard to classroom observation, feedback to colleagues and action planning are significant themes. However, the authors did not address the specific roles of School Management Committee (SMC) members, Parent Teachers' Association (PTA) members and parents in school improvement plans through monitoring which was a major concern in this study.

2.4.2 SMC/PTAs' Involvement in Monitoring

According to Bush (2007), there is increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. Indeed schools need trained teachers but they, in turn need the leadership of highly effective principle and support other managers. In his publication "Crisis or crossroads", the same author, argues that unless the link between purpose and management is clear and close, there is a danger of managerialism" a stress on procedure at the expense of educational purpose and values (Bush 1999). Cuban (1988) provides one clearest distinctions between leadership and management; that leadership is linked with change while management is viewed as a maintenance activity. Bolman and Deal (1997) agrees with the above authors by asserting that the challenges of modern organizations require the objective perspective of a manager as well as the flashers of a vision commitment and wise leadership. In the same vein this study addressed the need for training SMC and PTA members in school management with intent to enhancing their involving in schools hence, successful implementation of UPE.

Caldrel (1992), argues that managers of schools must be able to develop and implement a cyclical process involving seven managerial functions goal setting, needs identification,

priority setting, planning, budgeting, implementing and evaluation. This is in contrast with the District Education Report (2008) which contends that school management committee members are devoid of the requisite knowledge and skills to run a school due to little education background. This research will attempt to explore ways of involving SMCs and PTAs members to make them acquainted with the managerial functions in order to ensure successful implementation of UPE.

In South Africa the schools Act No. 84 of 1996, give the mandate to school governing bodies to manage funds of schools (Mestry 2006). Likewise, the Education Act of 2008 clearly spells out the roles of School Management Committees in the financial affairs of the school. Mestry (2006), notes that some members of the school management bodies and teachers have little knowledge about the Act or simply interpret it incorrectly. Much as the authors attribution may be correct, the researcher is of the view that head teachers have little knowledge about accounting well as their counterparts the SMC members are completely ignorant about their responsibilities and accounting regulation which has caused mismanagement of schools finances. This study explored the roles of the SMC and how they can help in appropriating UPE funds.

In a Responsibility Survey “conducted for several years in the United Kingdom by the National Association of Governors and Managers, it was consistently found that: the weight of responsibility is too great, the task too onerous, the distinction between the head teachers and the responsibilities of the school” unclear and the delegation of the responsibility of SMC for a variety of professional tasks, inappropriate (Adams 2004). The schools Act (South

Africa, 1966), prescribe how schools should manage their funds. The Mandatory function includes policy issues on finances, establishing a school fund, preparing budgets collecting and administering school fees, appointing an accountant and supplementing the schools' resources (Section 20 of the Schools Act 1996). The Education Act (2008) is mild and limits the roles of SMCs which has led to financial impropriety in primary schools. This study sought to widen the scope of SMC roles in financial management which help in successful implementation of UPE.

A SMC receive, discuss and approve budgets, open and operate school bank accounts, ensure that school books are audited annually and monitoring the implementation of approved school activities (SMC Hand Book, 2005).

2.5.0 Summary of Literature Review

The chapter focused on the four areas namely: financial management, staffing position of teachers, infrastructure/facilities and school inspection/supervision.

Financial management is viewed as being central in organizational management and should follow a definite process which starts at planning to having a long term strategic plan. Timely disbursements and accountability are prominent in ensuring successful implementation of UPE. The staffing position is seen as paramount because there is no education system that is better than not only quality but also quantity of its teachers. Classrooms, teachers' accommodation as well as instructional material constitute some of the basic requirements and minimum standards for schooling. School/inspection by the district team should be reinforced by regular

supervision of the teachers by headteachers/deputies and supplemented by SMC/PTA monitoring. However, these were found lacking in many aspects leading to ineffective implementation of UPE in Kamuli district.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, pre-testing for validity and reliability, procedure of data collection, analysis and measurement of variables.

3.2 Research Design

This study used a cross-sectional study design, employing both quantitative and qualitative approaches. The cross-sectional study was used because information on the factors affecting the successful implementation of UPE were collected at that point in time to investigate the relationship between the independent and dependent variables (Amin, 2005). It was also descriptive because the phenomena in the successful implementation of UPE are known and the researcher described them more clearly by offering a profile of the factors (Sekaran, 2003). Data was collected by use of questionnaires and interview guides from a cross-section of the population including education officers, head teachers, teachers, members of the School Management Committees (SMC) and Parents' Teachers Association (PTA) and, pupils' leaders (Prefects).

3.3 The Study Population

This research involved a study population of 309 respondents including five District Education Officers, five Co-ordinating Centre Tutors (CCTs), 14 head teachers of the selected primary schools, and 150 primary school teachers. Other respondents included: 14 chairpersons of School Management Committees (SMC), 14 chairpersons of the Parents Teachers' Association (PTA) of the selected primary schools and 200 pupils' leaders (Prefects).

Table 1: Sample Size and Selection

Category	Population	Sample	Model	Sampling Technique
Education Officers	5	5	Krejcie & Morgan	Census
Coordinating Centre Tutors	5	5	Krejcie & Morgan	Census
Headteachers	14	14	Krejcie & Morgan	Census
Classroom Teachers	105	80	Sekaran (2003 p. 273) and Gay (1981) as cited by Mugenda & Mugenda (1999 p.42)	Proportionate stratified random sampling
Chairpersons of SMCs	15	14	Krejcie & Morgan	Purposive
Chairpersons PTA	15	14	Krejcie & Morgan (1970) as cited by Amin (2005)	Purposive
Prefects	150	108	Sekaran (2003 p. 273) and Gay (1981) as cited by Mugenda & Mugenda (1999 p.42)	Proportionate stratified random sampling
Total	310	240		

As indicated in table 1 above, District Education Officers, Co-ordinating Centre Tutors (CCTs), Head teachers and teachers were selected because of their strategic importance as key stakeholders in the implementation of universal Primary Education. Chairpersons of School Management Committees (SMCs) and chairpersons of Parents' Teachers' Association (PTA) were selected because of their roles in the implementation of UPE. UPE focuses on pupils; therefore, prefects will be selected to represent their views.

3.4 Sampling Techniques and Procedures

Sampling, as defined by Mugenda and Mugenda (1999), refers to the formulation of procedures of selecting the subjects or cases to be included in the sample. The researcher employed both probability and non-probability sampling techniques. The non-probability techniques were used on purposive sampling for the selection of known key informants like the District Education officers, centre co-ordinating tutors of the five co-ordinating centres in the district, the headteachers of the selected 15 primary schools and the respective chairpersons of SMC and PTAs. On the contrary, probability techniques of proportionate stratified random sampling was employed in the collection of information from the classroom teachers and pupils' leaders (prefects).

According to Saunders (1997), samples can be stratified using more than one characteristics and a random sample is then drawn from each strata. In essence, stratified random sampling is a modification sampling in which one divides the population into two or more relevant and significant strata based on one or more attributes. In the first instance, the schools will be

selected using stratified sampling technique, that is, 15 schools (5 from each constituency – Bugabula South Bugabula North and Buzaaya).

Likewise, stratified random sampling was used in obtaining the sample size from the classroom teachers and prefects. The two categories were sub-divided into 3 major groups namely;

- 1) Upper primary (P5 – P7)
- 2) Middle Primary (P.3 - .4)
- 3) Lower Primary (P.1 – P.2)

The purpose of employing this method is to achieve the desired representation from the various groups among the accessible population (Mugenda & Mugenda 1999). It is believed that population sampled represented the views of the entire population in Kamuli district primary schools.

3.5 Data Collection Methods

According to Hussey (1997), specific data collection methods are bound up with the different methods of investigations and the kind of study at stake. The study made use of both primary and secondary sources of data and both qualitative and quantitative techniques (triangulation) so as to establish the factors affecting the successful implementation of UPE in Kamuli. The instruments to be used in the study for collection of data included: self-administered questionnaires, interview guides, observation check lists and documentary review check lists.

3.6 Self – Administered Questionnaires

A questionnaire is a pre-formulated written set of questions to which respondents record their answers; usually within rather closely defined alternatives. Questions were designed to address specific objectives of the study focusing on the four major areas of financial management staffing, infrastructure/facilities and school inspection/supervision. Four sets of questionnaires will be addressed to the respective categories namely District Education officers, centre coordinating tutors, head teachers and classroom teachers.

When the researcher knows exactly what is required and how to measure the variables, questionnaires are deemed, the most efficient data collection mechanism (Sekaran 2003). It is an appropriate method because a lot of information can be collected from a wide range of respondents quickly and efficiently. It also allows for adequate time to the respondents for consultation hence informed opinions.

3.7 Interview Guides

Interview guides are good because they help in obtaining non-verbal clues from the respondents (Sekaran 2003), obtain information that may not have been provided for in the guide, convenient for officers who may not have adequate time and people who cannot read and write. In this respect, interview guides were used for collection of data from chairpersons SMC, PTA and pupils' leaders (prefects). Interview guides generated information based on emotions, feelings and experiences in the implementation of UPE. The researcher created a conducive environment for the respondents so as to obtain accurate and reliable data (Mugenda & Mugenda 1999).

3.8 Observation Checklists

Data collected through observations is more reliable and free from the respondents' bias and confirms what the respondents provide in the questionnaires and interviews. Observations focused mainly on what transpires at the school for instance arrival and departure of both teachers, pupils, classroom instruction and the available physical facilities. According to Mugenda and Mugenda (1999), an observation checklist enables the researcher to develop a detailed list of behaviours. Non-participant observation was conducted as it has the advantage of controls and avoiding biases and prejudice of respondents (Enon, 2002).

3.9 Documentary Checklist

According to Punch (2000), Sociologists assert that documentary evidence does not only mean words but it can also include audio and usual evidences. Documentary sources can be used in a number of aspects in social research and data may be collected in conjunction with interviews and observations. UPE budgets, requisitions, financial statements, circulars, inspection reports, audit reports visitors books, PLE results and progress cards all provide, documentary evidence that can be reviewed to determine the factors affecting the successful implementation of UPE.

3.10 Pre-testing of Instruments (Validity and Reliability)

The importance of pre-testing of instruments is to show the level of acceptability of the instrument to be used in research. The deficiencies in the instrument such as unclear questions, glitches in wording can be identified and corrected before the research is conducted. Pre-testing of instruments helps in ensuring validity and reliability. Validity refers to the appropriateness of the instruments while reliability refers to the instruments' constituency in

measuring whatever it is intended to measure. When an instrument is valid, the data obtained will not have systematic errors in it, hence meaningful and accurate.

Pre-testing of the research instruments was conducted at least a month before data collection. The number of respondents employed in pre-testing was 8% of the sample size (Mugenda and Mugenda 1999). Therefore, the pre-testing exercise for this study included: 1 education officer, 1 CCT, 2 headteachers, 2 chairpersons of SMC and 2 chairpersons of PTA., 8 teachers and 10 prefects making a total of 26 respondents.

Table 2: Pre-Testing of Instruments Results

Variable	Alpha	No. of Items
Financial Management	0.803	7
Staffing Position	0.741	7
Infrastructure /Facilities	0.888	8
School Inspection/Supervision	0.765	10
Successful implementation of UPE	0.702	4

Source: Primary Data

The reliability was established using cronbachis coefficient Alpha to establish clarity and dependability of instruments . An instrument is reliable if it produces the same results wherever it is repeatedly used to measure a trait or concept from the same population and under similar circumstances (Ann 2005) The following formular was used

$$A = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k \sigma_i^2}{02} \right) \text{ where } \sum_{i=1}^k \sigma_i^2 \text{ is the sum}$$

of variance of the k parts and σ is the standard deviation of the test. The availability coefficients in all variables were found adequate as they all indicated alpha coefficients of above 0.70 which according to normally (1978), an alpha of 0.70 and above shows that reliability coefficient is adequate.

3.11 Data Analysis

Data analysis refers to the process which involves a number of closely related operations which are performed with intent to summarizing the data collected and organizing it in such a manner that they answer the research questions and hypotheses (Amin 2005). The information collected was both qualitative and quantitative and so, both qualitative and quantitative methods of analysis were employed.

3.12 Quantitative Data Analysis

The initial step in data analysis is summarizing data by use of descriptive statistics in order to enable the research meaningful ascribe the distribution of scores using a few indices (Mugenda and Mugenda, 1999). Quantitative data was obtained through coding, which is the conversion of data into numeric codes. Coding is vital because it includes as much information as possible. The numbers generated were analysed using the computer where percentages and frequency tables will be used to present the results.

Data was summarized and organized in such a way as to answer questions and was entered into a computer using Statistical Package for Social Scientists (SPSS) programme. After editing, data was condensed and classified to facilitate comprehension. In analysis, order, structure and meaning to mass information collected was done.

3.13 Qualitative Data Analysis

Qualitative data analysis involves the use of words so as to describe certain trends, patterns and relationships that exists in the information gathered. Here, according to Mugenda and Mugenda (1999), the researcher's interest is analyzing information in a systematic manner so as to come up with meaningful conclusions and recommendations. Content analysis for the qualitative data was done manually focusing on the four major areas of financial management, staffing, school inspection/supervision as well as infrastructure/facilities. Editing was done to ensure that all information is recorded. Qualitative data was used to describe in words factors affecting the implementation of UPE in Kamuli District.

3.14 Measurement of Variables

Factors affecting the implementation of Universal Primary Education were measured on a five-point likert- type scale (1 – strongly disagree, 2- Disagree, 3- Not sure, 4 – Agree, and 5- Strongly agree). The choice of this measurement is that each point on the scale carries a numerical score which was used to measure the respondents' attitudes and it is the most frequently used summated scale in the study of social attitudes. According to Mugenda and Mugenda (1999) and Amin (2005), the likert scale is able to measure perceptions, attitudes, values and behaviours of individuals towards a given phenomenon.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

INTRODUCTION:

This chapter deals with the presentation, analysis and interpretation of the empirical findings as obtained from the field. The structure follows objectives by objectives as set out in the proposal, however, hitherto, sample characteristics and demographic description of statistics is preferred.

For empirical analysis, the results of descriptive analysis were presented. The upper level statistical significance for null hypothesis testing was set at 0.05 and all the statistical test results were computed at the 2-tail level of significance in accordance with the non directorial hypothesis presented (Sekaran,2001).

4.2. Response Rate:

A total of 109 questionnaires were distributed and all of them were retrieved. The categories of respondents included: 85 teachers, 14 head teachers, 14 SMC/PTA members, 5 Coordinating Centre Tutors and 5 Education Officers. The 100% response rate is attributed to the position of researcher and his personal involvement in the administration and collection of questionnaires. The research assistants were also very keen and active hence the 100% recovery.

4.2.1 Table 3: Response Rate:

Response Rate	Frequency(F) Given out	Frequency (f) Returned	Percentages
Questionnaires given out	109	-	100%
Questionnaires returned	-	109	100%
Questionnaires not returned	-	00	00%
Total	109	109	100%

Source: Primary Data.

Interviews with a total of 182 respondents were conducted to supplement questionnaires. Fourteen face-to face interviews were done in the 14 schools but with more respondents since schools had more than 15 prefects. It was hard to get all the 14 SMC and 14 PTA chairpersons but at least their vice chairpersons or committee members were interviewed. Details can be got from the table below:

4.2.2 Table 4: Persons Interviewed

Category	Proposed	Actual
Chairpersons School Management Committees	14	11
Chairpersons Parents' Teachers' Associations	14	10
Prefects	108	161

Source: Primary Data

Although it was hard to get all the chairpersons SMCs and PTA, the numbers for prefects overshot because most of the schools had more prefects than the estimated number.

4.3.1. Gender Distribution of Respondents:

This section aimed at finding out the gender composition of respondents. This information was obtained using questionnaires, administered to the different categories of respondents. The findings are summarized in the tables below.

4.3.1 Table 5: Gender of Classroom Teachers

Gender	Frequency	Percentage
Male	45	52.9
Female	40	47.1
Total	85	100.0

Source: Primary Data

Gender of Headteachers

There was a total of 14 headteachers, 12 of whom were male and 02 where females representing 85.7% and 14.3% respectively. The table below shows the Gender distribution of headteachers

4.3.2 Table 6: Gender of Head Teachers:

Gender	Frequency	Percent
Male	12	85.7
Female	02	14.3
Total	14	100.0

Source: Primary Data

Out of 5 education officers, 4 were male thus 80% and 1 was female representing 20% in essence, there were more male education officers as compared to female.

4.3.3 Table 7: Gender of Education Officers.

Gender	Frequency	Percentage
Male	4	80
Female	1	20
Total	5	100.0

Source: Primary Data

Out of 5 CCTs, 3 were male well as 2 were female representing 60% and 40% respectively as shown in the table below:

4.3.4 Table 8: Gender of Centre Coordinating Tutors.

Gender	Frequency	Percentage
Male	3	60
Female	2	40
Total	5	100.0

Source: Primary Data

As deduced from the tables above, there were 109 respondents: 85 classroom teachers, 14 head teachers, 14 SMC/PTA members, 5 education officers and 5 CCTs respectively. Out of 85 classroom teachers, 45 were male representing 52.9% while 40 were female representing 47.1%. As assessed from the documentary evidence, there is a concentration of women teachers in and around town schools and many of them opt to teach infant classes (P.1 – P.3). The number of women teachers continues to dwindle as you move away from town to remote (hard –to-reach) schools.

Out of 14 head teachers, 12 were male representing 85.7% while only 2 representing 14.3%, were female. The observation checklist indicated that female head teachers were more organized in terms of record keeping, finance management as well as general administration than their male counter parts. Similar trends were evident among the Centre Coordinating Tutors (CCTs), where 3 of out 5 were male representing 60% and 2 were female representing 40%. However, it was discovered that male CCT were more on the ground than their female counterparts due to possession and easy maneuver of motorcycles.

On the other hand 4 out of the 5 education officers were male representing 80% while only one out of 5 was a female (20%). Although performance in relation to gender was not examined, it was evident that female education officers holding senior positions were very few.

4.3.4 The Age of Respondents.

Age was targeted to help the researcher ascertain the level of maturity and performance arising from the responsibilities. The captioned age groups included 20-30, 31-40, 41-50, 51 and above. The categories included; classroom teachers, Headteachers, CCTs and Education Officers.

4.4 Table 9: Distribution of Respondents by Age Groups.

Category /Age group	Frequency	Percent
Classroom Teachers		
20-30	21	4.7
31-40	44	51.8
41-50	18	21.4
50 and above	02	2.4
Head teachers		
30-40	4	28.6
41-50	7	50.0
51 and above	3	21.4
Centre Coordinating Tutors		
30-40	1	20.0
41-50	2	40.0
51 and above	2	40.0
Education Officers		
40 – 50	4	80.0
51 and above	1	20.0

Source: Primary Data.

The results in the table above indicate that the majority of the teachers were within the age group of 30-40 years thus representing 51.8 %, 20-30 age group had 21 representing 24.7%, 40-50 age group had 18 representing 21.2% and above 50 years had 2 representing 2.4%. In the head teacher category, 4 out of 14 thus, 28.6% were in the age group of 30 – 40 years, 7 thus 50% were in the age group of 40 -50 and 3 thus, 21.4% were above 50 years. The Centre Coordinating Tutor category had 1 in the age group of 30-40 (20%), 2 between 40 -50 (40 %) and 2 above 50 years (40%). four out of 5 education officers were within the age group of 40-50 and only one was above 50 yrs thus 80 % and 20% representation respectively. Generally the majority of the teachers are in the middle age with ability to execute their duties. All the head teachers, coordinating centre tutors and education officers are above 30 years, an indication that they are mature and experienced.

4.5 The Qualification of Respondents

Qualifications are paramount as they were used to establish whether respondents were trained and had the technical aspects in their various areas of jurisdiction. The parameters used included: Post Graduate, Grade V and Grade III.

The table below shows the distribution of respondents by their age groups including the classroom teachers, head teachers, CCTs and education officers.

4.5.1 Table 10: Distribution of Respondents by Qualification.

Category/Qualification	Frequency	Percentage
Classroom teachers		
Graduate	02	2.4

Grade V	34	40
Grade III	49	57.6
Head teachers		
Graduate	4	28.6
Grade V	10	71.4
Education Officers		
Post Graduate	03	60.0
Graduate	1	20.0
Grade V	1	20.0
Centre Coordinating Tutors		
Graduate	5	100.0

Source: Primary Data.

From the table above, 2 out of 85 teachers were graduates (2.4%), 34 were grade V teachers (44.4%) and 49 (57.6), had Grade III Certificates. This shows that all the teachers were trained and qualified. Out of 14 head teachers, 4 were graduates (28.6%) and 10 had a Grade V (71.4%).

Three out of the five education Officers (60%) had post graduate qualifications, one was a graduate (20%) and only one had Grade V (20%). All the 5 CCTs (100%) were graduates and therefore, this indicates that all the respondents were adequately trained and possessed the necessary qualification to perform their duties.

4.6.0 Respondents' Duration in Service

Duration in service was targeted to ascertain whether the respondents had the appropriate experience and have authenticity of information volunteered. The duration brackets used included: 1-5, 5-10,15years and above.

This section aimed at evaluating the experience of respondents I their various portfolios

4.6.1 Table 11: Distribution of Respondents by Years in Service.

Category/Years in Service	Frequency	Percentage
Classroom teachers		
Less than 1 year	2	2.4
1-5	10	11.8
5-10	28	32.9
10 – 15	27	31.8
15 and above	18	21.2
Head teachers		
1 – 5	12	7.1
5 – 10	20	14.3
10 – 15	20	14.3
15 and above	9	64.3
Education Officers		
15 and above	5	100.0
Coordinating Centre Tutors		
10 – 15	1	20.0
15 and above	48	80.0

Source: Primary Data

From the table above, 2 out of 85 teachers had worked for less than one year (2.4%), 10 (11.7%) had been in service for between 5 – 10 years, 27 (31.8%) had been in service for between 10 – 15 years, and 18 (21.2%) had been in service for over 15 years. One out of 14 head teachers had been in service for between 1 – 5 years thus 7.1%, 2 had been in service for between 5 – 10 years and the other 2 between 10 – 15 years, representing 14.3% respectively. The majority of the head teachers (9), thus 64.3% had been in service for more than 15 years. 1 out of 5 CCTs had been in service for between 10 – 15 thus 20% and rest had worked for 15 years and above, representing 80% well as all the education officers had worked for 15 years and above; Generally. In essence, this shows that almost all the respondents had the requisite experience in their various portfolios.

4.7 Management Positions of Respondents

Under this, policy implementation, decision –making and policy formulation formed the basic parameters. The researcher employed this to evaluate the influence of respondents in the implementation of UPE arising from their management positions

4.7.1 Table 12: Distribution of Respondents by Management Position.

Category/Management Position	Frequency	Percentage
Classroom teachers		
Policy implementation	85	100.0
Head teachers		
Decision making	2	14.3
Policy formulation	2	14.3
Policy implementation	10	71.4
Education Officers		
Policy formulation	5	100.0
Coordinating Centre Tutors		
Policy implementation	5	100.0

Source: Primary Data

Results from the table show that all teachers were policy implementers representing 100%. 2 of the head teachers indicated decision making position representing 14.3% and the other two indicated policy formulation also representing 14.3% and 10 indicated policy implementation which represented 71.4% of the 14 respondents. All the 5 education officers indicated policy formulation and all the CCTs indicated policy implementation reflecting 100% and 100% respectively.

4.8. Empirical Results:

Empirical Results aimed at establishing factors affecting the successful implementation of UPE. In this section, findings were arranged according to objectives namely:

1. The effect of Financial Management on the Implementation of UPE.
2. Staffing and how it affects the Implementation of UPE.
3. Availability of infrastructure/facilities and how it affects the implementation of UPE.
4. The effect of School Inspection/Supervision on implementation of UPE.

The variables are analyzed using a five point like t-scale and results are presented in descriptive tables showing the percentage of responses under each variable. The results from classroom teachers were further explained using correlations as a representation in order to show the relationships between variables. Inferences were also made to results obtained from qualitative measures.

4.8.1 Objective 1: To investigate the Effect of Financial Management on the Implementation of UPE:

This variable was measured using seven items to investigate the effect of financial management on the successful implementation of UPE. The likert-scale included 3 -Agree, 2 - Not sure and 1- Disagree.

4.8.2 Table 13: Classroom Teachers' Response to the Effect of Financial Management on the Implementation of UPE

Item	Responses in %		
	D	NS	A
There is a functional finance committee which plans and budgets for the school	11.8	9.4	78.8
Teachers send their budget proposals and are honored	22.8	10.6	66.6
There is participatory planning involving teachers	11.8	10.6	77.6
UPE funds are sent to school on time	38.3	21.2	10.6
There is proper utilization of UPE funds in schools	5.9	28.2	35.9
The schools keep books of accounts e.g. cash books	10.6	23.5	65.9
UPE income and expenditure is displayed for public consumption.	33.0	2.4	64.7

Source: Primary Data.

Key: D = Disagree, NS = Not Sure, A = Agree.

Results from the table above indicate that 11.8% out of 85 classroom teachers disagreed that there were functional finance committees which plan and budget for UPE funds. It also indicates that 9.4% were not sure, and 78.8% agreed that there were functional finance committees which plan and budget for UPE funds in schools as compared to 21.2% who disagreed. Item 2 required to ascertain whether teachers send their budget proposals to the finance committees and are honored; 22.3% disagreed, 10.6% were not sure while 66.6% agreed.

11.8% of the respondents disagreed and 94% disagreed that there is participatory planning involving teachers and SMC/PTA. On the other hand, 77.6% agreed that there was participatory planning involving teachers and SMC/PTA. 10.6% of the classroom teachers indicated that they were not sure whether there was participatory planning or not .

Item 6 asked whether schools keeps books of accounts e.g. cash books, vote books, bank statements; 10.6% disagreed, 23.5% were not sure while 65.1% agreed. This means that 66.1% out of the 85 classroom teachers agree that schools keep books of accounts while 10.6% disagreed. On whether UPE income and expenditure was displayed for public consumption; 33.0%, 2.4%, 64.7% disagreed, not sure, and agreed respectively. This indicates that 64.7% agreed as opposed to the 33.0% who disagreed.

4.8.9 Table14: Correlation between Implementation of UPE and Financial Management:

		successful implementation of UPE	Financial Management
Successful Implementation of UPE	Pearson Correlation	1	.362**
	Sign. (2 tailed)	.	.001
	N	85	85
Financial Management	Pearson correlation	.362**	1
	Sign (2 tailed)	.001	.
	N	85	85

**** Correlation is significant at the 0.01 level (2-tailed)**

Savantakos (1998), states that correlation is a method that ascertains the existence of relationships between two variables. Correlation ranges between -1 and +1 where a negative correlation suggests that there is an inverse relationship between the variables; thus an increase in one variable is associated with a decrease in the other, while the strength of the relationship in a correlation is indicated by a positive coefficient. Results from the table above have indicated a correlation coefficient 0.362xx ($r=0.362xx$, Sign. 0.000) between successful implementation of UPE and financial management. This means that financial management in terms of planning, disbursement/utilization and accountability are likely to have a significant influence on the successful implementation of UPE.

.13 Table 15: Head Teachers' Response to the Effect of Financial Management on the Implementation of UPE:

Item	Responses in %		
	D	NS	A
There are planning meetings SMC,PTA and Finance Committee	7.1	0.0	92.9
There is a functional finance committee the school	21.4	0.0	78.6
There minutes of planning /budget meetings in the school	00.0	0.0	99.4
UPE funds are sent in time and activities executed	78.6	0.	21.4
UPE funds sent in time and utilized appropriately	71.4	14.3	14.2
You have sufficient knowledge about book keeping	35.7	0.0	64.3
The school keeps financial records	7.1	0.0	92.9
You display UPE income and expenditure for public consumption	14.2	0.0	85.8
UPE books /Files are audited	28.5	0.0	71.5
There are regular SMC/Parents meeting.	14.3	0.0	85.7

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

The results reveal that 92.9% agreed that there are planning /budget meetings in schools involving members of staff, finance committees and SMC/PTA contrary to the 7.1% who disagreed . The results also show that there are functional finance committees in schools (89.6%) although 21.4% expressed a divergent opinion. All head teachers agreed to the view that there are records (minutes) on planning /budget meetings (100.0%). On the issue of funds being sent in time and consequently executing planned activities, the majority disagreed (78.6%) while only 21.4% consented. 71.4% were in disagreement that UPE funds are sent to schools on time and utilized appropriately, while 14.2% agreed.

Further still 64.3% asserted that they had sufficient knowledge of financial management (book-keeping) and notably, 35.7% of the head teachers indicated that they did not have sufficient knowledge about the same. 92.9% agreed that there were financial records in the schools while 7.1% were in disagreement. Those who agreed on the display of UPE income and expenditure for public consumption represented a percentage of 85.8 while those in disagreement were represented by 14.2%. On auditing of UPE funds in schools; 28.5% disagreed, while 71.5% were in agreement. On the question of regular meetings for SMC and parents; 14.3% disagreed 85.7% agreed.

14. Table 16: Response of Coordinating Centre Tutors (CCTs) to the Effect of Financial Management to the Implementation of UPE.

Item	Responses in %		
	D	NS	A
There is evidence of Planning and Budgeting for UPE funds	40.0	0.0	60.0
There is evidence of planning meetings by the Finance Committee	80.0	0.0	20.0
There are functional finance committee in schools	100	0.0	00.0
There is evidence of executing budgeted activities	40	0.0	60.0
There is value for money in the purchase of school items	40.0	0.0	60.0
UPE Income and expenditure are displayed	40.0	0.0	60.0
There is evidence of auditing of UPE records	40	0.0	60.0
All schools keep financial records.	00.0	0.0	100.0

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

Well as 60% of the Centre Coordinating Tutors agree that there is evidence of planning /budgeting for UPE funds in their catchment areas, 40% of them disagree. 80% said that there was no evidence of planning meetings by the finance committees although 20% were positive. At the same time, all of them (100%) conceived that there were no functional finance committees with up-to-date minutes. About executing budgeted activities, 40% disagreed that there was value for money in the purchase of school items as opposed to the 60% who agreed. About the display of income and expenditure of UPE funds 40% disagreed while 60% agreed. In as far as auditing was concerned, 40% disagreed, while 60%

agreed. In keeping financial records, 100% of the respondent submitted that the schools have cash books, vouchers and receipts.

4.15. Table 17: District Education Officers Response to the Effect of Financial Management in the Implementation of UPE.

Item	Responses in %		
	D	NS	A
There is evidence of planning/budgeting for UPE funds.	00.0	20	80.0
School budgets are incorporated into Departmental work plan	20.0	60	20
Departmental budgets and work plans are incorporated in that of the district.	00.0	20	80.0
Disbursement of funds from centre to district is timely	100.0	0.0	00.0
Disbursement of funds to schools is timely	40.0	20	40.0
UPE funds are used effectively and there is value for money	60.0	0.0	40.0
There is evidence of functional finance committees in schools	40.0	40	20.0
SMC are involved in the planning process.	00.0	20	80.0
SMCs approve budgets	00.0	00	100.0
There is follow-up of approved activities by the finance committee	20.0	20	60.0
UPE Incomes and expenditures are displayed.	20.0	20	60.0
EO's monitor the use of UPE funds effectively	40.0	0.0	60.0
Schools Keep books of accounts for UPE funds	00.0	0.0	100.0
Head teachers are equipped with book keeping knowledge	80.0	20	00.0
UPE accounts are properly managed by the Head teachers and SMCs.	20	00.0	80.0
Some head teachers have problems with SMCs on funds	00.8	20	80.0
The implementation of UPE in the district is success	40.0	20	40.0

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

Results show that 80% of the education officers agreed that there is evidence of planning /budgeting at the school level while 20% indicated that they were not sure. On the incorporation of school budgets into the departmental budget /work plans; 20% disagree, 60% were not sure and 20% consented. Results also show that 80% agreed that departmental work plans and budgets are incorporated into the district BFP and work plan while 20% were not sure. Under the item of disbursement of UPE funds from the centre to the district 100% of the education officers concurred that it was not timely. To the schools, 40% disagreed, 20% were not sure while 40% agreed to the view that disbursements were timely. 60% disagreed and agreed respectively that there was evidence of value for money in the procurement of school items. About the evidence of functional finance committees 40%, 40% and 20% , disagreed, not sure and agreed respectively. Asked whether the SMC were involved in the planning process; 20% were not sure, while 80% agreed. 80% agreed that SMC approve budgets while 20% strongly agreed hence 100% score. About the follow up in the implementation of school activities, 20% disagreed, 20% were not sure and 60% agreed. Concerning the display of UPE income and expenditure; 20% disagreed, 20% were not sure well as 60% agreed. Inquiring whether E.Os effectively monitor the use of UPE funds, 40% disagreed yet 60% agreed. Under the item of schools keeping books of accounts for UPE funds, 80% agreed while 20% strongly agreed hence, 100% score.

Further investigation also revealed that 20% disagree with the view that UPE accounts were properly ran by the head teachers and the chairpersons SMCs, while 80% were in agreement. Although 20% indicated that they were not sure, 60% agreed that some head teachers have problems with SMC/PTA over the management of UPE funds.

4.25. Qualitative Results

During oral interview with members of School Management Committees (SMCs) and Parents' Teachers' Association (P.T.A), it has revealed that there was minimal involvement in the budgeting/planning processes. Responding the question about planning and budget, Mr. Kiiza said

“The head teachers knows how much he is expecting, so he is the one to draw the budget and then we sign”.

At most Chairpersons just sign the budget proposals without prior discussions about the School income. It was also revealed that the head teacher present budge proposals for all activities in the school but not individual budgets from finance committees. It was also discovered that despite the fact that finance committees exist in the schools, they are not optimally utilized.

On the disbursement of UPE funds to schools all members agreed that there are delays which interfere with school activities. One of the PTA Chairpersons complained that the head teacher usually encroaches on our meager funds collected by parents without reimbursement. This also gives a lee way to the head teachers to default the principals of budgeting and planning because UPE funds flow is unreliable. To make matters worse, most of the members expressed ignorance about UPE guidelines. This prompts the head teachers to trade on such ignorance in spending money as they wish.

On the issue of display of UPE income and expenditure, Mr. Babalanda said,

“He only tells us how much he received and then reads the expenditure, that is all”.

Nine members agreed with him, meaning that in most schools, UPE income and expenditure is not displayed. When the researchers visited the schools, it was observed that 6 out of 14 schools

had displayed update UPE income and expenditure. The interpretation here is that most head teachers were not transparent since the displays would show how much was got and how it was spent with high possibilities of generated discontent among teachers and SMC/PTA members. Interviews with prefects also revealed less or no involvement at all in the planning and budgeting process. In schools where plan-Kamuli is operating, it is a requirement that learners must be involved in the planning of school activities. Even then, learners from such schools did not reveal much meaning for involvement. It was discovered that learner's involvement was basically limited to election of their leaders (prefects) and advocacy for their rights. It is also important to note that many of the learners are not able to read and interpret issue of income and expenditure. Therefore, even in the schools where it was done very few learners did not show interest because none of them would tell how much the school gets in form of UPE capitation.

4.9.1 Objective 2: To Assess How Staffing Affect the Implementation of UPE.

This variable was measured using seven items to find out whether staffing affects the successful implementation of UPE.

4.9.1 Table 18: Classroom Teachers' Response to Staffing and how it affects Implementation of UPE.

Item	Responses in %		
	D	NS	A
The teacher pupil/ratio is good	55.3	4.7	40.0
The staff ceiling for the school is adequate	61.0	9.4	30.6
Teachers are optimally paid in terms of Salary	10.6	3.5	85.9
The school offers fringe benefits to teachers (Allowances)	60.0	4.7	35.3
Teachers Scheme of Service works well in their promotion	43.5	11.8	44.7

Upgrading adds value to Primary School teachers in terms of promotion	21.2	7.1	72.7
Promotion within ladders motivates you to work harder.	6.9	10.6	83.5

Source: Primary Data.

Key: D= Disagree, NS = Not Sure, A = Agree.

Results in table above in relation to the teacher/pupil ratio indicate that 55.3% disagree. Although 4.7% of the respondents were not sure, 40.0% agree that the teacher/pupil ratio was good. This means that more than half (55.3%) disagreed that the teacher/pupil ratio is good while 40% agreed that the ratio is good. When asked about the adequacy of staff; 30.6% disagreed and on the contrary 22.4% agreed yet 8.2% strongly agreed. Although 9.4% of the respondents were not sure, apparently, 60.0% disagree while 30.6% (nearly half) agree that staff ceiling for the schools was adequate.

On the issue of salary, 10.6% disagree that teachers were optimally paid. 85.9% agreed that teachers were optimally paid while 3.5% were not sure. In other words, this means that 85.9% of the classroom teachers agreed that teachers were optimally paid as opposed to 10.6% who felt that they were not optimally paid. Asked whether schools offer fringe benefits like allowances, 60.0% disagreed, 35.3% agreed yet 4.7% of the total respondents were not sure. This indicates that 60% of the respondents disagreed that schools offer fringe benefits, contrary to 35.3% who agreed that schools offer fringe benefits.

Under item 5 concerning the teachers' scheme of service and promotions; 43.5% disagreed that it works well in promotion, 11.8% were not sure, 44.7% agreed. Therefore this means

that 43.5% disagreed while 44.7% agreed to the notion that the teachers' scheme of service works well in the promotion aspects. Similarly; 21.2% disagreed that upgrading for primary school teachers adds value in terms of promotion as opposed to 71.7% who generally agreed that upgrading helps in the promotion of teachers. 7.1% of the respondent, nonetheless, indicated that they were not sure whether upgrading adds value in terms of promotion or not. Further still, 82.5% indicated that promotion within the ladders motivated them to work harder while 5.9% disagreed. A total of 10.6% of the respondents were not sure whether promotion within ladders motivates them to work harder or not.

4.9.2 Table 19: Correlation between Successful Implementation of UPE and Staffing :

		Successful Implementation of UPE	Staffing Position Of Teachers
Successful Implementation of UPE	Pearson Correlation Sign. (2 tailed)	1	.351**
	N	85	83
Staffing Position of Teachers	Person Correlation Sign. (2 tailed)	.351**	1
	N	85	85

**** Correlation is significant at the 0.01 level (2-tailed)**

From the table above the correlation between implementation of UPE and the staffing position of teachers is ($r=.351^{**}$ and the significance is .000, 2-tailed). This implies that the staffing position of teachers on terms of teacher/pupil ratio, remuneration and promotion have a positive relationship with the implementation of UPE. Therefore when teachers have manageable numbers of learners, good remuneration and job satisfaction in terms of promotion, there is likely to be a positive influence on the implementation of UPE.

4.16. Table 20: Head Teachers’ Response to Staffing and how it affects the Implementation of UPE.

Item	Responses in %		
	D	NS	A
The teacher / Pupil Ratio is good	42.9	0.0	57.1
The staff ceiling for the school is good	64.3	21.4	14.3
All teachers are qualified and are on the payroll.	14.3	0.0	85.8
The school/payroll has teachers currently on staff	85.7	0.0	14.3
Teachers are well paid and motivated	57.2	14.3	28.5
The school offers fringe benefits to teachers like allowances	35.7	0.0	64.3
Teachers scheme of service works well in promotion	42.9	0.0	57.2

Source: Primary Data.

Key: D = Disagree, NS = Not Sure, A = Agree

Results reveal that 42.9% disagree that the teacher/pupil ratio was good while 57.1% agreed. With regards to staff-ceiling; 64.3% disagreed, 21.4% were not sure while 14.3% agreed that it was good. About the teachers being qualified and on payroll; 14.3% disagreed, 85.8% were in agreement. About whether the school payroll has teachers currently on staff: 85.7% disagreed, while 14.3% agreed. Therefore, it is true that most schools (85.7%) have payrolls with teachers in other schools while 14.3% have payrolls with teachers currently not on staff. The majority of head teachers thus 57.2% disagreed that their teachers were well paid and motivated while 28.5% were in agreement. 14.3% of the total respondents were not sure whether their teachers

were well paid and motivated to do the work or not. 35.7% disagreed that schools offer fringe benefits while 64.3% agreed that they do. About the scheme of service 42.9% disagreed while 57.7% agreed that it works well in the promotion of teachers. On whether upgrading adds value to the teachers in terms of promotion; 28.6% disagreed, while 71.4% agreed. In essence 28.6% were indifferent while 71.4% were positive.

4.17. Table 21: Response of CCTs towards Staffing and its Effects on the Implementation of UPE.

Item	Responses in %		
	D	NS	A
The teacher /pupil ratio in your catchment area is good	100.0	00	00.0
The remuneration for teachers is attractive.	40.0	20	40.0
Schools in your area offer fringe benefits	80.0	00	20.0
The teachers scheme of service is well implemented	20.0	20	60.0
Upgrading improves the status of teachers	100.0	0.0	00.0

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

Results in that table above indicate that 100% of the CCTs Concurred that the teacher pupil ratios in their various catchment areas were not good because 40% strongly disagreed and 60% disagreed. About remuneration for teachers, there was a distribution of 20% per each Likert measurement scale. This means that 40% disagreed, 20% were not sure while 40% agreed that the remuneration was attractive. About the offer of fringe benefits; 80% disagreed, 20% agreed. This means that the majority of schools (80%) do not offer fringe benefits to the teachers.

Asked about the teachers' scheme of service 20% of the CCTs disagreed that it was well implemented, 20% were not sure while 60% agreed that it was well implemented. About upgrading and the statusquo of teachers, 40% strongly disagreed and 60% disagreed. This means that 100% of the CCTs do not believe that upgrading improves the statusquo of teachers.

4.18. Table 22: Response of EOs to Staffing and how it affects the Implementation of UPE:

Item	Responses in%		
	D	NS	A
Teacher / pupil ratio in the district is good	80.0	00	20.0
The district staff-calling favours effective UPE implementation	80.0	20	00.0
Teachers' Pay in good and attractive	80.0	00	20.0
Teachers scheme of service has achieved objectives	40.0	40	20.0
When teachers upgrade, they are promoted.	40.0	40	20.0

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

Results show that 20% of the Education officers strongly disagree that the teacher/pupil ratio in the district was good and 60% disagree, while only 20% agreed to the same view. In other wards 80% of the results were negative while 20% were positive. Under item 2; 80.0% and 20% disagreed that the district staff ceiling favours effective implementation of UPE. Although 20% were not sure, the results reveal that indeed the district staff ceiling does not favour effective implementation of UPE (80%). Results also show that 80% of the respondents said that the teachers pay was attractive enough and only 20% had an opposing view. Indeed 80% represented an attractive pay for primary school teachers. 40% indicated

that the teachers' scheme of service has not achieved its objectives; 40% were not sure, and those in agreements were 20%. Again, concerning upgrading of teachers, 40% of the EOs disagreed that it helps them to be promoted, 40% were not sure while 20% agreed with the same view.

Qualitative Results

On the issue of adequacy of teachers, schools especially in the periphery lamented about the same members and irregular attendance of teachers. One of the Chairpersons intimated they have to go an extra mile by hiring teachers at their expense. He also asserted that such head teachers are more effective and committed than those posted by government. On inquiring why they had few teachers, issues of lack of accommodation and remoteness were raised. This revelation concurred with responses in the questionnaires about the staffing of teachers especially in rural areas.

Concerning remuneration, 40% of the respondents asserted what the teachers were receiving in terms of salaries was enough.

‘‘If a peasant cannot earn 80,000/= and yet I survive, how about some body getting 200.000/=?’’asked one of the respondents.

However, the majority insisted that teacher's remuneration was very low and that is the reason why some schools make efforts to supplement their budgets through parents' contribution. It

was also revealed that schools which supplemented teachers salaries were better off not only in terms of staffing but also in performance.

4.10. Objective 3: To Establish how Infrastructure/Facilities Affect the Implementation of UPE in Kamuli

This variable was measured using eight items to establish whether infrastructure/facilities affect the implementation of UPE.

Table 23: Classroom Teachers’ Response to the Availability of Infrastructure /Facilities and How it Affects Implementation of UPE.

Item	Responses in %		
	D	NS	A
There are adequate classrooms in the school	42.4	1.2	56.5
The classrooms are permanent and conducive for learning.	43.6	3.5	52.3
Teachers are accommodated at school	52.9	1.2	45.9
Teachers accommodation is good and habitable	74.3	2.4	21.7
The school has adequate materials	38.8	4.7	56.4
The text book/pupil ratio is good	60.8	12.9	26.5
The school has storage for materials	41.2	3.5	55.3
UPE funds are used to buy T/L aids.	15.3	23.5	61.2

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree.

In the table above results indicate that 42.4% of the respondents disagreed, 12% were not sure, 56.5% agreed to the notion that there were adequate classrooms in the schools. On

whether the classrooms were permanent and conducive for learning 43.6% disagreed 52.3% agreed that classrooms were permanent and conducive for learning while 3.5% were not sure.

Under Item 3 (teachers are accommodated at school); 52.9% disagreed, 1.2% were not sure while 45.9% agreed. This means that 52.9% disagreed that teachers were accommodated while 45.9% were in agreement. About the condition of teachers' accommodation, 74.3% disagreed that it was good and habitable. Although 2.4% were not certain 21.7% agreed that teachers' accommodation was good and habitable. On item 4 (The school has adequate instructional materials), 38.8% disagreed, 4.7% were not sure, 56.4% agreed. About the textbook /pupil ratio: 60.8% disagreed, 12.9% were not sure. 26.5% agreed to the notion the textbook /pupil ratio was good. However, under item 5 (Text book/pupil ratio in schools is good); 60.8% disagreed, 12.9% were not sure, well as 26.3% agreed. For item 6 (The school has good storage for instructional materials) the following results were obtained: 3.5% were not certain, 55.3% agreed and 41.2% disagreed. Asked whether UPE funds were used to procure teaching / learning materials the results were: 15.3%, , 23.5%, and 61.2% disagree, not sure, agreed respectively. The indication is that 61.2% agreed that UPE funds were used to purchase teaching/learning Aids as opposed to 15.3% who totally disagreed.

4.10.1 Table 24: Correlation between Implementation of UPE and the Availability of Infrastructure/Facilities:

		Successful implementation of UPE	Infrastructure/Facilities
Successful Implementation of UPE	Pearson Correlation	1	.237*
	Sign. (2 tailed)	.	.038
	N	85	85
Availability of Infrastructure	Person Correlation	.237*	1
	Sign. (2 tailed)	.038*	.
	N	85	85

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

As deduced from the tale above, there was a weak correlation between successful implementation of UPE, and the availability of infrastructure/Facilities. This implies that instructional materials classroom and teacher accommodation had weak influence on the implementation of UPE.

4.19. Table 25: Head teachers' Response to Infrastructure /Facilities and how they affect Implementation of UPE:

Item	Responses in %		
	D	NS	A
There are adequate classrooms in the school	57.2	00	42.8
Classrooms are permanent and conducive	42.9	00	57.1
The school has accommodation for all teachers	92.8	00	7.1
Teachers accommodation is good and habitable	50.0	00	50.0
The school has adequate instructional materials	85.0	00	14.3
The school has good storage for instructional materials	57.2	00	42.8
The text book/pupil ratio is good	71.4	00	28.6

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

The table above shows that 57.2% disagreed that there were adequate classrooms in the schools. This means that the majority of schools (57.2%) do not have adequate classrooms as compared to the 42.8% who agreed that there adequate classrooms. About whether the classrooms were permanent and conducive for learning the following responses were obtained: disagreed 42.9% and agreed 57.1%. With 57.1% score, it is clear that most classrooms are not permanent and conducive for learning. On the issue of teachers' accommodation; 92.8% disagreed that they are all housed. Only 7.1% were in agreement as compared to the 92.8% who had a contrary view. 50% disagreed with view that the teachers' accommodation was good and habitable while the 50% agreed with the same view.

Regarding the adequacy of instructional materials; 85.7% disagreed while 14.3% agreed, The following views were expressed on the storage of instructional materials: 57.2% disagreed, while 42.8% agreed. This means that textbook /pupil ratio was poor.

4.20 Table 26: CCTs Response to Infrastructure/Facilities and how they Affect Implementation of UPE.

Item	Responses in %		
	D	NS	A
School in your catchment area have adequate classrooms	100.0	00	00.0
The classrooms are permanent and conducive	60.0	00	40.0
Teachers have accommodation in your area	80.0	00	20.0
Teachers' houses are permanent and habitable	80.0	00	20.0
Schools in your catchment area have adequate Institutional Materials	80.0	00	20.0
The textbook /pupil ratio in your area is good	100.0	00	00.0
Schools use UPE funds to buy instructional materials	80.0	20	00.0
Schools have good storage for Instructional materials	80.0	00	20.0

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

From the table above 100% that there were adequate classrooms in their catchment areas. This means that the classrooms are not adequate since all of them (100%) disagreed that the classrooms were not permanent while 40% agreed. This means that 60% of the schools do not have permanent classrooms. About accommodation for teachers;80% disagreed, while only 20% agreed and therefore, one can conclude that most schools do not have accommodation for all their teachers. At the same time, 100% disagreed that teachers accommodation was not permanent and habitable. Concerning instructional materials: 80% disagreed and 20% agreed that there were no adequate institutional materials.

Concerning the text book/pupil ratio, 100% of the respondents disagree that it was good. 80% disagreed that schools use UPE funds to buy instructional materials while 20% were not sure. This means that most schools do not use UPE funds to buy instructional materials. About storage facilities 80% disagreed that they are not good while 20% agreed. This means that most schools (80%) do not have good storage facilities for instructional materials.

4.21. Table 27: EOs Response to the Availability of Infrastructure /Facilities and how they affect the Implementation of UPE

Item	Responses in %		
	D	NS	A
There is adequate classroom accommodation in the district	100.0	00	00.0
The classrooms are permanent	80.0	20	00.0
Government sends enough money for SFG	80.0	00	20.0
Government sends enough money for staff houses	100.0	00	00.0
All schools in the district accommodate teachers	100.0	00	00.0
The accommodation for teachers is habitable	60.0	00	40.0
Teachers are not attracted to remote areas due to inaccessibility.	20.0	00	80.0
Schools have adequate instructional materials	00.0	20	80.0
The pupil/textbook ratio in the district is good	80.0	00	20.0
Books are placed in the hands of children	40.0	20	40.0
There is good storage for textbook in schools	100.0	00	00.0
Schools use UPE funds to buy instructional materials	60.0	20	20.0

Source: Primary Data
 Key: D = Disagree, NS = Not Sure, A = Agree

Results from the above table indicate that 100% of the education officers disagree that there was adequate classroom accommodation for all learners. On whether classrooms are permanent, 80% disagreed and 20% were not sure. This shows that classrooms are not permanent. Under item 3; 80% disagreed that government sends enough money for SFG while 20% were not sure. Therefore it is apparent that government does not send adequate funds for SFG. This means that government does not send enough money for the same. Item 5: (Most schools in the district accommodate their teachers):100% disagreed. This means that most schools do not accommodate their teachers; Results also show that 60% of the teachers' accommodation is not habitable.

Under item 7: (Teachers are not attracted to remote areas due to inaccessibility); 20% disagreed, while 80% agreed. This is a reflection that teachers are not attracted to remote areas because of inaccessibility but because of lack of accommodation. Concerning instructional materials 40% disagreed, 20% were not sure while 40% agreed, that they were adequate. This means that some schools have adequate instructional materials while others don't. About the pupil /textbook ratio; 80% disagreed and 20% agreed that it is good. Therefore, 80% said that the ratio is not good and only 20% had a contrary view. On whether books are placed in the hands of children 40% disagreed, 20% were not sure, 40% agreed . This means that half of the children were given books while the other half were not. About storage facilities; 100% disagreed and 60% disagreed, meaning that there is lack proper storage. Concerning the use of UPE funds for the purchase of instructional materials, 60% disagreed, 20% were not sure and 20% agreed. This means the schools do not use the funds to procure adequate instructional materials.

Qualitative Results:

Rural schools were experiencing the problems of lack of infrastructure especially classrooms.

Asked about alternative measures, one of the PTA members replied.

Museveni has taken over construction; it is no longer our business. This means that parent's contribution and participation in schools development activities is not given due attention. It was surprising that even schools in urban areas are waiting for handouts from government and partners like Plan Kamuli to have classrooms constructed.

Likewise institutional materials become more and less as you move away from urban schools.

Respondents from rural schools expressed concern about the storage and safety of instructional materials. It was difficult to find a school with inadequate or poor infrastructure, good storage facilities for books and other teaching material. Asked whether children go back with text books at home, 90% of the members were surprised because they were not aware that these children are supposed to handle text books. The interpretation here is that the policy of putting books in the hands of children is not given due attention.

4.11. Objective 4: To Examine the Effect of School Inspection/Supervision on the Implementation of UPE in Kamuli District.

This variable was measured using 10 items to obtain the descriptive analysis to the effect of school inspection/supervision on the successful implementation of UPE. The table below gives the details of response on each item.

4.11.1 Table 28: Classroom Teachers Response to the Effect of School Inspection/Supervision on the Implementation of UPE.

Item	Responses in %		
	D	NS	A
There are regular visits to school by inspectors	8.3	1.2	90.8
The head teacher get involved in the supervision	8.3	0.0	91.7
The school has a supervision tool and feed back is given	9.3	2.4	88.3
SMC/PTA chairpersons monitor school activities	13.0	3.5	83.5
There is conferencing with members of staff	12.9	1.2	85.9
The school has a work plan for the term/year	2.4	2.4	95.3
There is a teaching timetable followed	8.3	2.4	89.4
There is a school syllabus from which schemes are drawn.	7.1	0.0	90.3
Teachers have schemes of work and lesson plans	9.4	4.7	85.9
Schemes of work are approved by the head/deputy.	1.2	0.0	98.8

Source: Primary Data

Key: D =Disagree, NS= Not Sure, A = Agree.

Results from the table above indicate that there are regular visits to schools by inspectors because 90.5% of the total respondents agreed 8.3 % disagreed while 1.2% were not sure. On whether the head teachers get involved in the supervision exercise; 8.3% disagreed, 0.0% not sure while 91.7% agreed respectively. This means that 91.7% agreed that the head teacher's supervise their teachers while 8.3% disagreed. In item 3 (The school has a supervision tool and feed back is given to the teachers supervised) the following results obtained: 9.3 % disagreed, 2.4% were not sure, 88.3% agreed.

On SMC/PTA regular monitoring of school activities the following results were obtained: 13.0% disagreed, 3.5% were not sure 83.5% agreed. On item no. 5 about conferencing with teachers after supervision; 12.9% disagreed, 1.2% were not sure, 85.9% agreed. Therefore 85.9% agreed that conferencing with teachers after supervision is done while 12.9% disagreed. About the issue of school work plan for a term/year 2.4%, 2.4% and 95.3% disagreed, not sure, and agreed respectively.

Under item 7 (There is a school syllabus from which schemes of work are drawn): results indicate that most schools had them because 93.0% were in agreement, and only 6 respondents disagreed representing 7.0%. On whether teachers had up-to-date schemes of work and prepare lessons regularly; 9.4% disagreed, 47% were not sure, 85.9% agreed. This shows that 85.9% agreed that teachers have up-to-date schemes of work and prepare lessons regularly as opposed to the 9.4% who disagreed. About the approval of schemes of work by the head teachers or deputies; 1.2% disagreed while 98.8% agreed. This means that schemes are approved by the head teachers or deputies because 88.8% of the total respondents agreed.

4.11.2. Table 29: Correlation between Implementation of UPE and School Inspection/Supervision

		Successful Implementation of UPE	School Inspection/Supervision
Successful Implementation of UPE)	Pearson Correlation Sig. (2 tailed N	1 . 85	.515** .000 85
School Inspection/Supervision	Person Correlation Sig. (2 tailed) N	.515** .000 85	1 . 85

**** Correlation is significant at the 0.01 level (2-tailed)**

From the table above, it is evident that correlation between successful implementation of UPE and school inspection/supervision is $(r=.515^{**})$ and the significance is .000 (2-tailed), at the level of 0.001. This is a clear indication that school inspection/supervision has a moderate and significant positive relationship with implementation of UPE. In essence, when inspections are facilitated to visit schools, head teachers and deputies tighten on school based supervision completed with SMC/PTA monitoring, there is likelihood that the implementation of UPE will be successful.

4.22. Table 30: Response of Head Teachers to the Effect of School Inspection on the Implementation of UPE

Item	Responses in %		
	D	NS	A
There is regular inspection to support teachers	14.3	00	85.7
You have a file for inspection records	14.2	00	85.8
CCTs give regular support supervision to teachers	21.4	00	78.6
You supervise teachers and keep records.	7.1	00	92.8
Deputy/SEA help in the supervision of teachers	7.1	00	92.8
The school has a supervision tool and gives feedback	7.1	14.3	58.5
Teachers prepare schemes of work and lesson plans	21.4	00	78.6
You read the schemes of work discuss and approve them.	7.1	00	92.8
SMC/PTA are involved in monitoring of school activities	7.1	00	92.9
There are records to show SMC/PTA monitoring in schools.	21.4	7.1	71.5

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

From the table above, 14.3% of the head teachers disagreed that inspection visits are regular well as 85.7% agreed that they are regular. This means that there are regular visits to schools by inspectors (85.7%) On whether they have files for inspection records 14.3% disagreed, while 85.8% agreed. With a total of 85.8%, the interpretation is that there are inspection files in School. This means CCTs give regular support supervision to teachers. About the head teachers' involvement in the supervision of teachers, 7.1% disagreed, 92.9% agreed

Therefore, 92.9% is a clear indication that head teachers supervise their teachers. 7.1% disagreed and 92.8%, agreed respectively that deputies and Senior Education help in the supervision of teachers. About the supervision tool, 7.1% disagree, 14.3% are not sure, 58.5% agreed. This means that supervision tools are available and feedback is given to teachers.

Under 7: (Teachers prepare schemes of work and lesson plans): 21.4%, disagreed, while 78.6% agreed. With 78.6%, it means that teachers prepare schemes of work and lesson plans regularly. From the results of item 8, it is deduced that head teachers read through and approve schemes of work because 7.1% disagreed, 92.9% agreed. In as far as monitoring is concerned, 7.1% disagree, 92.9% agreed that SMC/PTA are involved: With 92.9%, it is evident that SMC/PTA are involved in the monitoring of school activities. About records, 21.4% disagreed, 7.1% were not sure, while 71.5% agreed that they are available. With 71.5% score, it is evident that there were records to show the involvement of SMC/PTA in the monitoring of school activities.

4.23 Table 31: CCTs Response to the Effect of School Inspection/Supervision on the Implementation of UPE.

Item	Responses in %		
	D	NS	A
Facilitation is made for regular visits to schools	100.0	00	00.0
There is evidence that inspectors visit schools	40.0	00	60.0
Head teachers Supervise their teachers	80.0	00	80.0
Teachers make schemes of work and lesson plans	80.0	00	20.0
Head teachers / Deputies mark and approve schemes	40.0	00	60.0

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

From the table above, 100% disagreed that they are facilitated to visit schools regularly. This means that CCTs are not well facilitated to make regular visits to all schools in their catchment areas. In the same view 40% disagreed and 60% agreed that there is evidence of inspectors visiting schools regularly. 80% disagreed and 20% agreed that there are records to show that head teachers supervise their teachers. As for the making of schemes of work and lesson plans: 80% disagreed and 20% agreed. This means that most of the teachers hardly make schemes of work and prepare lessons. It is also evident that 40% disagreed, and 60% agreed that headteachers /deputies mark and approve schemes of work. The implication is that most head teachers (60%) mark and approve schemes of work for the teachers.

4.24. Table 32: DEOs Response to the Effect of School Inspection/Supervision on the Implementation of UPE

Item	Responses in %		
	D	NS	A
There is adequate facilitation for inspection	80.0	20	00.0
The facilitation for inspection is timely.	100.0	00	00.0
The department has sound and adequate means of transport	100.0	00	00.0
Schools are inspected and support supervision given to teachers	40.0	00	60.0
There is evidence of head teachers /deputies supervising teachers	40.0	20	40.0
There is effective learning /teaching in schools regularly	100.0	00	00.0
Head teachers and teachers attend school regularly	20.0	20	60.0
Head teachers make schemes, lessons and use Teaching/Learning aids.	100.0	00	00.0
Children attended school regularly.	60.0	00	40.0%
There is evidence that SMC/PTA monitor schools regularly	60.0	00	40.0

Source: Primary Data

Key: D = Disagree, NS = Not Sure, A = Agree

The following results were obtained under Item I. (There is adequate facilitation for inspection of schools) 80% disagree and 20% not sure. This means that there is no adequate facilitation for school inspection. Item 2; 100% disagree. This means that facilitation for inspection is not timely. Item 3: 100% disagree. This means that the department does not have sound adequate means of transport. Responses to item 4: 40% disagreed, 60% agreed. This means that schools

are inspected regularly and support supervision is given to teachers. On the item of supervision by headteachers and deputies, 40% disagreed, 20% not sure and 40% agreed. This means that the results balance since 40% disagreed and 40% agreed. About whether there is effective teaching 100% disagreed and therefore, there is no effective teaching /learning in schools.

The table also shows that 20% of the education officers disagreed that head teachers and teachers attend school regularly, 20% were not sure well as 60% were in agreement. This means that head teachers and teachers attend school regularly. About making of schemes and lesson plans, and use of instructional materials, those that disagreed were 80%. That means that there is no evidence to show that teachers make schemes of work, prepare lessons and use instructional materials during teaching. About the attendance of learners, 60% disagreed and 40% agreed, therefore children do not attend school regularly. The last item about SMC/PTA roles; 60% that they monitor school activities, 40% agreed. This means most SMC/PTA do not monitor school activities.

Qualitative Results

As regards to inspection, SMC and PTA members expressed that there was laxity in visiting schools compared to the 1970's. Two of the respondents alleged that they had not seen an inspector of schools for the last two years visiting their schools. Asked whether they do the supervision 30% said that they were not aware that they are supposed to supervise school activities including attendance and teaching. It was revealing the 61% of the SMC/PTA members were not conversant with their roles and responsibilities.

Asked about the problems affecting successful implement of UPE in Kamuli district, members cited the following; poverty, inefficiency of teachers, lack/poor teaching, lack of parents involvement/participation in the learning of their children, lack of adequate infrastructure and inadequate teaching staff. As a way forward, the following were suggested:

- Government should provide meals, scholastic materials like books and pens to the children.
- Government should construct more classrooms and teachers houses.
- Government should post more teachers to schools
- Teachers who have overstayed should be transferred.

What is evident is that parents want to relieve themselves of this responsibility since almost each and every problem is put back to government.

4.12 Summary of Correlation Analysis of Variables:

The table shows a summary of correlation between the dependent and independent variables.

Table 33: Correlation Matrix Results

		Finance Management	Staffing Position	Infrastructure/ Facilities	Inspection/ Supervision
Successful	Pearson Correlation	.362**	.351**	.237*	.515**
Implantation	Sign.(2-tailed)	..001	..002	.038	.000
of UPE	N	85	85	85	.85

Source: Primary Data

Correlation analysis was done to measure the relationship between the variables; Finance Management, Staffing teachers, infrastructure, Facilities, school inspection/supervision and successful implementation of UPE. The table above shows Pearson correlation coefficients, significant values and the member of respondents with missing values from Education Officers, CCTs and head teachers.

Basing on the same variables, similar or different questions were put to the other key stakeholders like the head teachers, centre coordinating tutors and district education officers by way of triangulation and the following results were obtained.

4.26. Hypothesis Testing:

The data in this chapter was used to test for hypothesis formulated in chapter one. The hypothesis was applied to test the relations between the independent and dependent variables.

4.26.1. Table34: Hypothesis Summary

Hypothesis	Supported/Not Supported
Financial Management does not significantly affect the implementation of UPE in Kamuli District	Supported
Staffing has no significant effect on the implementation of UPE in Kamuli District	Supported
Availability of infrastructure /facilities do not affect the implementation of UPE in Kamuli district.	Supported
School inspection has no effect on the implementation of UPE in Kamuli District.	Supported

Source: Primary Data

The first hypothesis tested whether financial management does not significantly affect the implementation of UPE in Kamuli District. The evidence from research findings did not

support the hypothesis. Correlation results indicated that $r=0.362^{**}$ at the .001 level of significance hence a positive correlation.

The second hypothesis test whether staffing of teachers has no significant effect on the successful implementation of UPE in Kamuli district. The Pearson correlation test showed a result of $.351^{**}$ confirming that the strength of relationship is significant at the 0.01 level. This means that there was a positive correlation between teachers and the implementation of UPE.

Availability infrastructure/facilities does not affect the implementation of UPE in Kamuli District was supported by the text. Correlation results were $.237$ at the 0.05 level (2 tailed) confirming that there was a weak correlation between infrastructure/facilities and the implementation of UPE in Kamuli district.

The fourth hypothesis tested whether school inspection had no effect on the implementation of UPE in Kamuli District. The result of $.515^{**}$ at the 0.01 level (2 tailed) confirmed that there was a significant positive relationship between inspection/supervision and the implementation of UPE in Kamuli.

CHAPTER 5

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the summary, discussions, conclusions and recommendations of the study in view of the research findings. It also explores the limitations and contributions of this study as well as suggested areas for further research.

5.1. Summary of Study Findings

Findings on the effect of financial management on the implementation of UPE indicate 84.6% of the head teachers, 98.2% of the SMC/PTA and 68.6% the school prefects agreed that planning, disbursement/utilization and proper accountability of UPE funds are key to implementation of UPE. When correlation was done on the response of classroom teachers, results indicated that there was a significant positive relationship between financial management and the implementation of UPE ($r=0.362^{**}$, $P=0.001$).

Concerning the staffing position and the implementation of UPE 96.8% of the head teachers 10% of the CCTs, 100% of the education officers and 98.2% of the SMC/PTA agreed that the teacher/ pupil ratio, remuneration and promotion of primary school teachers are key elements. Correlation results also revealed that there was a strong relationship between staffing and the implementation of UPE ($r=0.351^{**}$, $P=0.01$).

Interestingly, while the majority of the interviewers (98%) indicated that infrastructure/facilities influenced implementation of UPE, correlation proved otherwise. Results indicated a weak relationship between infrastructure and implementation of UPE. ($r=.237^*$, $P=0.38$). In other words when there is good financial management, optimum staffing and regular inspection/supervision, infrastructure/facilities may have less influence on the implementation of UPE.

Eighty nine percent of the responses from interviews indicated that school inspection/supervision of teachers had great influence of the implementation of UPE. Correlation also revealed a positive relationship between inspection /supervision and the successful implementation of UPE ($r=.515^{**}$, $P=.000$), hence significance was at the 0.01 level (2 tailed).

5.2. Discussion of Findings

5.2.1. Financial Management and the Implementation of UPE.

Financial management was found to have significant relationship with the implementation of UPE. The dimensions in this variable were planning disbursement/utilization and accountability of UPE funds.

5.2.1.1.Planning

Study findings revealed that planning is a very important element in financial management. Planning at the school level, starts with the heads of departments who constitute the finance committee, the school management committee and at the district level, the process ends with a compilation and inclusion of the education budget into the BFP.

Munroe (2004), asserts that for planning to be effective, the various stake holders must play an active role not only in budgeting but also monitoring the implementation of activities. Unfortunately, the process of planning/budgeting is failed at the school level where most head teachers take it upon themselves to plan, budget and do the implementation. 75.3% of the teacher expressed ignorance about planning meeting and the existence of the school finance committee. 99.1% of the learners expressed ignorance, while 71% of the SMC/PTA members asserted that they only endorse what the head teachers prepare.

Although Kayongo (2007), enumerates the various challenges in the planning processes including irregular and inadequate allocations, the process ought to be inclusive and transparent. Since planning determining and setting of objectives (Emororho 2004), failure to involve key stakeholders like teachers and SMC/PTA member is the major cause of inefficiencies in the implementation of UPE.

Maldemay(2000), asserts that planning sets a precedent for spearheading a successful programme. Further still, Glammer (2005) contends that participatory planning and budgeting, enhances the probability that staff will readily accept and work hard towards the

achievement of institutional goal. This may partly explain why head teachers are prominent in school activities while teachers and SMC/PTA members keep a low profile.

5.2.1.2. Disbursement and Utilization of UPE Funds

The study reveals that disbursements of UPE funds are inadequate and delayed with a representation of 98% of the respondents. As far as utilization of UPE funds was concerned, 89% of the head teachers agreed that it was optimal and proper, however, 90% of teachers and 86.6% of the SMC/PTA members disagreed, while 61.8% of the learners were not sure.

As Laison (2007) contend, the disbursement float coupled with the bureaucracy in the UPE releases impact depreciating effects on the subsequent utilization. Delays in releases compels head teachers to borrow items to run the schools to the detriment that when funds are finally got, the excuse of paying debts is fronted. Falbson (2008), asserts that it is imperative for stakeholders to know how much they are responsible for to ensure optimal utilization and accountability. In this case, many of the responses (85.6%) expressed ignorance about how much the schools obtain in terms of UPE including members of the school managements committees who are meant to be the custodians of the funds.

Lack of effective internal control systems lead to failure in prevention, detection and correction of corruption risks (Hugies, 2007). In addition to rendering the key stakeholders (teachers and SMC members) dormant, local governments exacerbates the situation by failure to provide the necessary audit staff (MoLG, 2003). Documentary review revealed that 70% of the school

had no up-to-date cash books let alone the making of vouchers and receipts for the income and expenditure of UPE funds.

5.2.1.3. Accountability

Research findings revealed that accountability poses a very big challenge to financial management. Although head teachers claimed that they keep books of accounts (92.9%), display income and expenditure (85.8%), auditing of UPE books of accounts (71.5%), revelations from other stakeholders were shocking. For instance 34% of the classroom teachers contended that they never see income and expenditure of UPE funds displayed. 40% of the CCTs and 20% of the education officers were concerned that display is not given due consideration.

According to Mandade (2006), It is not sufficient to imply that you are doing the right thing but the stakeholders must be convinced and be satisfied with the services rendered. While the head teachers may claim that they are optimally utilizing UPE funds and therefore accountability is given, there is need to be more transparent by availing information to the stakeholders.

Accounting knowledge is a major requirement in every profession and everyday living (Warren, 1969). Without the exception of head teachers, there is need to be equipped with basic skills and knowledge about accounting ideals. Although 100% of the head teachers agreed that they keep books of accounts 80% disagreed that they are equipped with basic knowledge about book keeping. The education officers (80%), were concerned with the

notion that headteachers are not well equipped with book keeping skills yet 10.6% of the classroom teachers disagreed that the head teachers keep books of accounts.

The Education Sector Report (2009), alleged that employees in the internal audit department were inefficient because there were no parameters to check value for money. The system of gathering head teachers in one centre and endorsing the books of accounts is inefficient. Waving and Morgan (2007), assert that as public sector, auditing must evolve and extend its scope beyond mere financial or compliance audits to performance auditing. As SMCs and other stakeholders continue to grumble about UPE accountability, auditors continue to endorse and authentic expenditures by head teachers. This is in contravention with the auditing revolution which represents both means by which auditors can be relevant and move towards fulfilling their accountability role.

5.3.1.0. Staffing and the Implementation of UPE.

Research findings indicated that the staffing position of teachers greatly influenced the trends in implementing UPE. This variable was examined in the following dimensions; Teacher/Pupil ratio, remuneration for teachers and promotion.

5.3.1.2. The Teacher/Pupil Ratio.

55.3% of the classrooms teachers disagreed that the teacher pupil ratio was good , while 42.9%,100% and 80% of the Headteachers, CCTs and educational officers respectively disagreed . Peterson (1960), compares the teacher resource to none and contends that no infrastructure or supervision can be effective without the teacher . However, the pre-

determination of staff ceiling by Ministry of Education and Sports without due consideration to the number of classrooms per school poses a great challenge to the teacher/pupil ratio in the education system. According to the Education Report (2010), some schools especially in the rural areas have a challenge because the staff ceiling is calculated according to the number of children. This means that if a school has 300 pupils and the teacher/pupil Ratio is 1.60, five teachers will be posted who are not commensurate to the 7 classrooms.

Sesan (2000) argues that the big classes are a hindrance to effective teaching/learning process. Indeed some classes were too big (150 pupils) to be handled even by two teachers. This adversely affects the learning process, the major reason why many teachers did not have lesson plans and teaching/learning aids. Generally a high teacher/pupil ratio was a stress/factor rendering teaching ineffective hence affecting the successful implementation of UPE.

Although 85.9% of teachers agreed that they are optimally paid in terms of salary, it is Common place that they are among the least paid civil servants. The recent strike is a clear demonstration to show teachers' dissatisfaction with the remuneration package. In line with this, the Government White Paper on Education (1992) expressed concern about the long standing poor conditions which have made the teaching profession less prestigious. 57.2% of the head teachers disagreed that their teachers were optimally remunerated. CCTs and Education Officers' responses represented 80%, disagreeing with the view that teachers were optimally remunerated. Schools have found it more difficult to offer proper incentives to their teachers because of government policy prohibiting levy of extra dues. While

responding to the issue of remuneration one of the SMC chairperson asserted that the education system was falling because of political interferences. However, where some schools provided fringe benefits to the teachers, there was remarkable improved in the teaching/learning as compared to other schools where there no allowances.

Isombre (2003) contends that when teachers go for upgrading, they become less committed to their work; however, this is as a result of failure to be promoted. The study revealed that, promotion is a motivating factor since it means more pay. According to the Teachers Scheme of Service, promotion can be done within the teaching ladders (MoE &S, 2007), however, the implementation has been very slow and so far ineffective. 50.3% of the respondents disagreed that the Teachers Scheme of Services was being implemented in the interest of teachers. In 2009, only 90 teachers were promoted to the rank of Senior Education Assistant (Education Sector Report, 2010) and since then no one has been promoted to the rank of principal Education Assistant.

Generally, in schools where the teacher /pupil ratio was good, allowances paid to supplement the meager salary and teachers promoted there was evidence of effective teaching/learning. However, it should be noted that this was evidenced in schools with boarding sections and those in urban centres.

5.4.1.0: Infrastructure/Facilities and the Implementation of UPE

This variables had three dimensions namely; classrooms, teacher's accommodation as well as instructional materials. Nevertheless, infrastructure /facilities were found to have a weak relationship with the implementation of UPE.

5.4.1.1. Classroom Accommodation

Basic requirements and minimum standards are necessities which facilitate quality education in learning institutions (MoE&S 2003). In line with the above, Ansah (2010), argues that even less competent teachers can produce good results when facilities like classrooms are not available. 100% of the education officers and CCTs disagreed that there were adequate classrooms as opposed to 56.5% of the classroom teachers. 42.8% of the headteachers agreed that classrooms were adequate. Observation checklists revealed that well as urban and semi-urban schools had adequate classrooms, rural schools were disadvantaged to the detriment that some classes are conducted under tree shades! In comparison, schools which had adequate classrooms performed better than schools which had inadequate classrooms.

5.4.1.2. Teachers' Accommodation

The following responses were given concerning teachers' accommodation: classroom teachers 52.9%, headteachers 92.8%, CCTs 80% and education officers represented 60% in disagreement that schools accommodated their teachers. In the few schools where accommodation was provided, punctuality of teachers was evident.

Kemigisha (2008) asserts that poor conditions of service including inhabitable or lack of accommodation for teachers' demoralises the professionals. Teachers have to spend from their

meager resources to meet the accommodation needs even in villages. Where accommodation exists in schools, it is characterized by leaking roofs, unplastered walls and indeed inhabitable (Harry 2004). Issues associated with lack or inadequate accommodations include absentism, late coming, exhaustion and inadequate planning which adversely affect the teaching/learning process.

5.4.1.3. Instructional Materials

In connection with adequacy of instructional materials 60.8 %(classroom teachers), 85% (headteachers), 100% of the CCTs and 80% (Education Officers) of the classroom teachers, headteachers, CCT and education officers respectively disagreed that there were adequate instructional materials in schools. Results also indicate that there were poor storage facilities (80%) and that the UPE funds are not enough to procure adequate instructional materials. This means tat teachers cannot do effective teaching and learners cannot access books hence poor academic performance.

According to Burdehall (2000) teachers' competence is consolidated by availability of reference books which aid learners and the subsequent assessment. In the same vein, Jameson (1982) asserts that text-books and other reading materials greatly influences academic performance hence the quality of education. The pupil/text book ratio (3.1) remains high even in urban schools. Observation of lessons and classroom learning environment revealed that very few teachers used learning/teaching aids and most of the classrooms had unconducive learning environments.

Nonetheless, despite the importance of infrastructure/facilities, results showed that there was no positive correlation with successful implementation of UPE.

5.5.1.0. Inspection/Supervision and Its Effect on the Implementation of UPE.

Three aspects were examined under this variable, namely: Inspectors' facilitation, school-based supervision and SMC/PTA involvement in monitoring. Data analysis showed a moderate and significant positive relationship between implementation of UPE and school Inspection/Supervision.

5.5.1.1. Inspectors' Facilitation

Among the classroom teachers, 90.5% indicated that there were regular visits to schools by inspectors. This concided with the headteachers because 85.7% also agreed with the same. However the CCTs (80%) and the Education officer (60%) disagreed that there was adequate facilitation for inspection. In essence, if CCTS and Education officers are not adequately facilitated, it is not possible to have regular visits to schools.

Indeed Farrel (1993) contend that there is no evidence about effectiveness of typical formal school inspection and supervision practices. To him as long as there is a high level of professionalism, teachers any work effectively. However, while looking at the role of supervisors Etakat (2004) amplified the need to strengthen and empower supervisors in

order to make organizations more productive. It is true that teachers especially in the rural areas tend to relax because they know that inspectors hardly visit their schools.

During interviews with the SMC/PTA it was brought that education officers hardly visit schools as compared to their counterparts, the CCTs. SMC/PTA members complained about the hardship they encounter in monitoring especially the resistance put up by teachers. In many cases, teachers are not free with SMC/PTA members in as far as monitoring their activities is concerned. Therefore, most of the SMC members are relaxed and have left everything to inspectors who hardly visit schools.

5.5.1.2. School-Based Supervision

Classroom teachers (91.7%) agreed that headteachers get involved in the supervision exercise. Further still, 88.3% of the teachers consented that there was a supervision tool and feedback is given. However, documentary review revealed little evidence of supervision by headteachers and senior education assistant. Very few schools had supervision tools and when inspection /supervision files were perused, there was little evidence to that effect.

Riche (2002) contends that the headteachers 'resourcefulness has consciously been lacking due to absenteeism and lack of commitment. This is in line with the findings in the Education Report Sector (2009) asserting that most headteachers were perpetually absent and hence neglecting their duties. Indeed as Quinter (1999) asserts that schools are in a crisis and lack a sense of direction because of the unseriousness of some headteachers.

While interviewing school prefects, it was revealed that despite the fact that some teachers dodge lessons they hardly see the headteachers visiting their classes during lesson. This means that most headteachers don't supervise their teachers while conducting lessons. This coincides with the SMC/PTA complaint about absenteeism of headteachers giving a lee way to teachers, to sit under tree shades.

5.5.1.3. SMC/PTA Involvement in Monitoring

Analysis of the results indicates that 92.9% of the headteachers agreed that SMC/PTA get involved in monitoring of school activities. In support of the above 71.5% headteachers consented that there were records to show that SMC/PTA do monitor school activities. On the contrary 60% of the education officers indicated that there is evidence to show that SMCs/PTAs monitor schools activities. The discrepancy here is explained by the inability of SMC/PTA members to read and write especially those from rural areas. This means that since many of these people cannot write, written evidence cannot be adduced.

The competence of management committee members is doubted due to their inability to read and write (Markel 1988). It is very difficult to find a SMC/PTA member in rural areas with an o'level certificate. The elections in such areas are based on fame and ability to mobilize others (Korane 2000). Indeed one of the challenges in the education system especially at the grassroots level is lack of competent managers to propel schools to greater heights.

PTA and SMC members are inferior to teachers when it comes to monitoring which undermines their competence (Bannel 2001). In any case, the roles of SMCs/PTAs in

monitoring end at seeing a teacher in class from a distance. Mamiela (1968) argues that it is one thing for a teacher to appear in class and another for the same teacher to teach. It is true that many teachers appear for lessons when they are not prepared to teach. That is why it becomes very important for those involved in monitoring to be equipped with knowledge and skills so that they are in a better position to execute their roles.

During interaction with SMC/PTA members, it was revealed that many were not aware about their monitoring role. Actually many confessed that monitoring especially teaching activities require people who have been trained; otherwise, it is difficult for them due to social constraints. On the other hand, prefects also confirmed that they never see SMC/PTA members coming to class to monitor lessons.

5.6.0. Conclusion

After a thorough examination of the subject under study the following conclusions were drawn under the four main areas namely: financial management, staffing position of teachers, infrastructure/facilities and school inspection /supervision.

5.6.1 Financial Management

Findings evaluated the effect of financial management on the implementation of UPE. The three milestones hereunder were planning, disbursement /utilization and accountability of UPE funds. It was evident that the planning process was marred by lack of involvement of key stakeholders, disbursements were inadequate and untimely hence poor utilization and consequently lack of proper accountability. Lack of proper financial

management of UPE funds, therefore, greatly affects the implementation of UPE. Therefore, the hypothesis that financial management does not affect the successful implementation of UPE was proved otherwise.

5.6.2 Staffing of Teachers

This variable had three aspects namely teacher/Pupil ratio, teachers' remuneration and promotion. Findings revealed a strong and positive correlation between implementation of UPE and staffing of teachers. Most respondents indicated a poor teacher/pupil ratio, poor remuneration and lack of promotion as de-motivating factors. Therefore, the hypothesis; the staffing position of teachers had no significant effect on the successful implementation of UPE, was proved wrong. In essence the staffing position of teachers has a significant and positive relationship with the implementation of UPE.

5.6.3 Infrastructure/Facilities

Hereunder were three aspects namely classroom accommodation, teacher accommodation and instructional materials. It was established from the findings that the availability of infrastructure/facilities does not affect the implementation of UPE. Therefore, there is no significant relationship between implementation of UPE and existing infrastructure/facilities.

5.6.4 School Inspection/Supervision

Findings showed that there was a strong positive relationship between implementation of UPE and school Inspection/Supervision. Therefore the hypothesis that school inspection/supervision has no effect on the implementation of UPE was concomitant with the findings. The conclusion is that school inspection/supervision plays a very critical role in ensuring implementation of UPE.

5.7.0. Recommendations

Basing on the findings from this study, the following recommendations are drawn in respect to the four areas of concern.

5.7.1. Financial Management

Government should formulate a policy which should emphasize the involvement of learners, teachers, the finance committee, SMC/TA members in order to create a sense of responsibility among the various stakeholders in designed activities.

Disbursements from the centre to district and subsequently to the school should be made in time to allow for proper utilization and accountability of UPE funds.

Transparency in terms of display of both income and expenditure should be effected in order to promote value for money accountability and mitigate corruption tendencies.

5.8.0. The Staffing of Teachers.

Ministry of Education and Sports should formulate a policy on staff-ceiling basing on the of number of classes per school.

Government should revise the salary structures for teachers to the level of other professionals who hold the equivalent qualifications, for instance nurses.

The teachers' scheme of service should be enhanced by consideration of upgrading and promotion of teachers and consequently fixing of salaries accordingly to levels attained.

5.9.0. Infrastructure/Facilities

Although findings reveal a weak relationship between infrastructure/facilities with implementation of UPE, schools especially in the rural areas should be equipped with adequate classrooms, teachers' accommodation and instructional materials to enhance the implementation of UPE.

5.10.0. Inspection/Supervision

Education officers should be facilitated with transport facilities and fuel so as to ensure regular visits to schools and offer support supervision to teachers.

Headteachers, deputies and senior education assistants should be regular at school and offer support supervision to teachers.

SMC/PTA's capacity to monitor school activities should be enhanced through training,

mobilisation and sensitization. This calls for setting money aside by government/MoES to cater for such activities so as to create awareness and build capacity of SMC/PTA to monitor school activities.

5.11.0. Limitations of the Study

This study was constrained by limited sources in terms of finance to facilitate movement and meeting other operational costs. Transport facilities to move especially to distant schools were hindrance to accomplishment of the study on time.

Integrating a wide range of respondents including learners, teachers, headteachers, CCTs, Education Officers as well as SMC/PTA members was a cumbersome task. Nevertheless, the triangulation of data enhanced both the external and internal validity of findings.

The third limitation was time factor where the researcher had to balance between work and study. This greatly impacted on the amount of data collected especially in the oral interviews and perhaps the quality of the study.

However, the following measures were undertaken to mitigate on the effect of the limitations to this study.

The researcher solicited for both financial support and other materials like stationary, means of transport in order to complete the study.

The effect of a wide range of respondents was mitigated by the researcher 's position as an inspector of schools which helped in luring their cooperation and use of active research

assistants. As an education officer it was easy for me to interact with my colleagues and definitely this attracted a good response from the head teachers, CCTs and classrooms teachers since they were working with their supervisor.

The time factor was mitigated by drawing a timetable and at times asking for offs in order to concentrate on the study.

5.12.0 Contributions of the Study

The study investigated the factors affecting the successful implementation of UPE in Uganda a case study of Kamuli district.

Now that accessibility has been attained and government/Ministry of Education and sports are grappling with the issue of quality, this study will be useful to the policy makers in designing strategies in a bid to improve primary education.

The study built on the existing body of knowledge in as far as the factors that affect the successful implementation of UPE are concerned. It has revealed that although infrastructure/facilities are important, they have little influence on the successful implementation of UPE. Therefore the administration should ensure that effective planning takes place and the process of disbursements is expedited to ensure optimum utilization and accountability hence improved quality of education. It also revealed that staffing is hampered by pre-determined district ceiling based on gross enrollment without due consideration to the number of classrooms per school. Therefore, policy makers should

consider threshold based on the total number of classes per school rather than gross enrolment of the district in order to have at least one teacher per class

The study also revealed that school inspection/supervision is a major ingredient in the implementation of UPE. Therefore, Inspectors should be well facilitated in terms of means of transport and fuel to allow for regular school visits to supplement the roles of CCTs and headteachers.

5.13.0 Suggested Areas for Further Research:

This study examined four factors namely financial management, staffing of teachers, infrastructure/facilities as well as school inspection/Supervision.

It is important to investigate the impact of feeding (mid-day meals) on the performance of pupils in primary schools. Human Rights activists, educationists, Non-governmental organizations and many other stakeholders have attributed deteriorating quality of education to lack of feeding in schools.

It is also imperative to look at parents' involvement in the education of their children and how this can contribute to the implementation of UPE.

A study focusing on quality of primary education should be conducted since is now a major concern by parents, educators, government and the donor Community.

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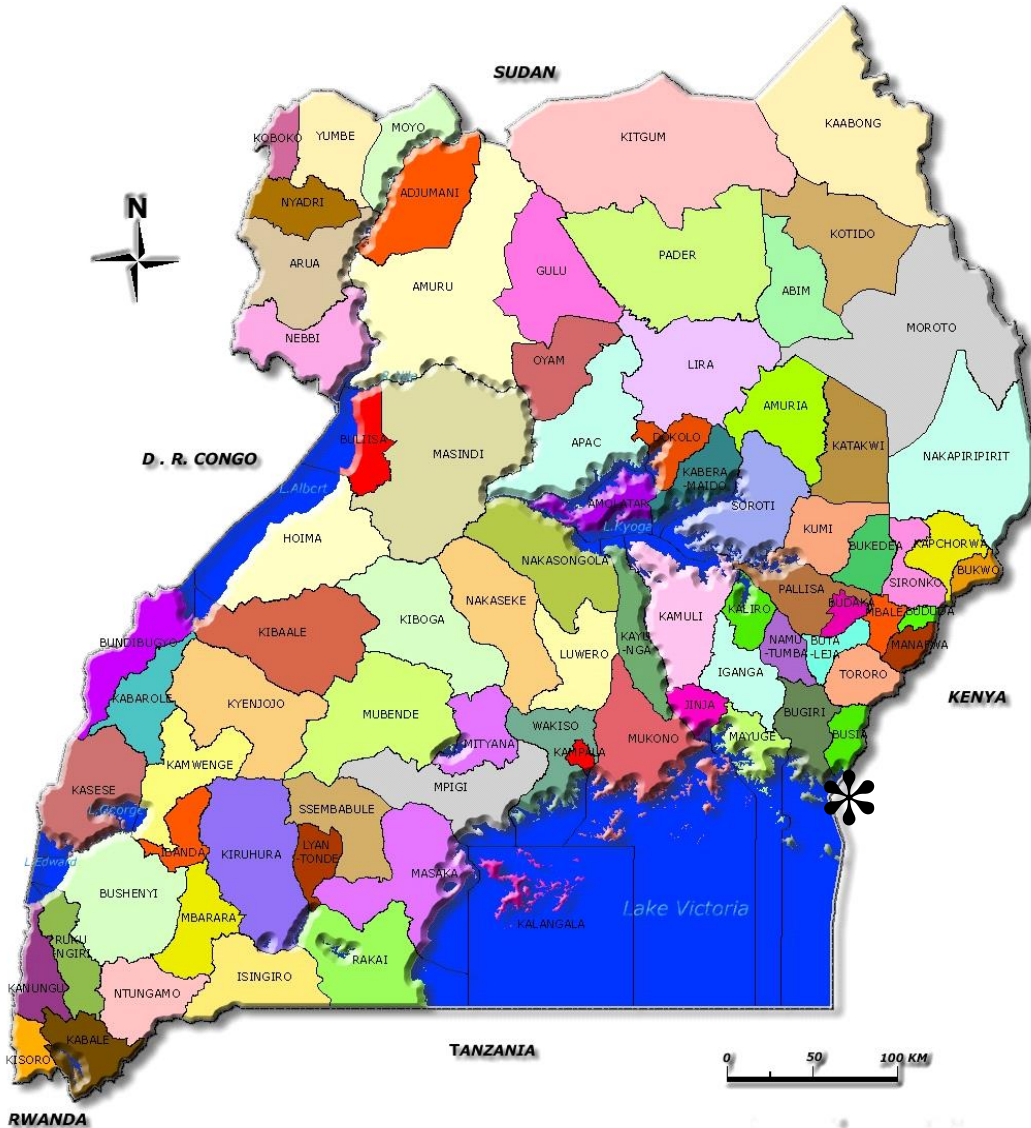
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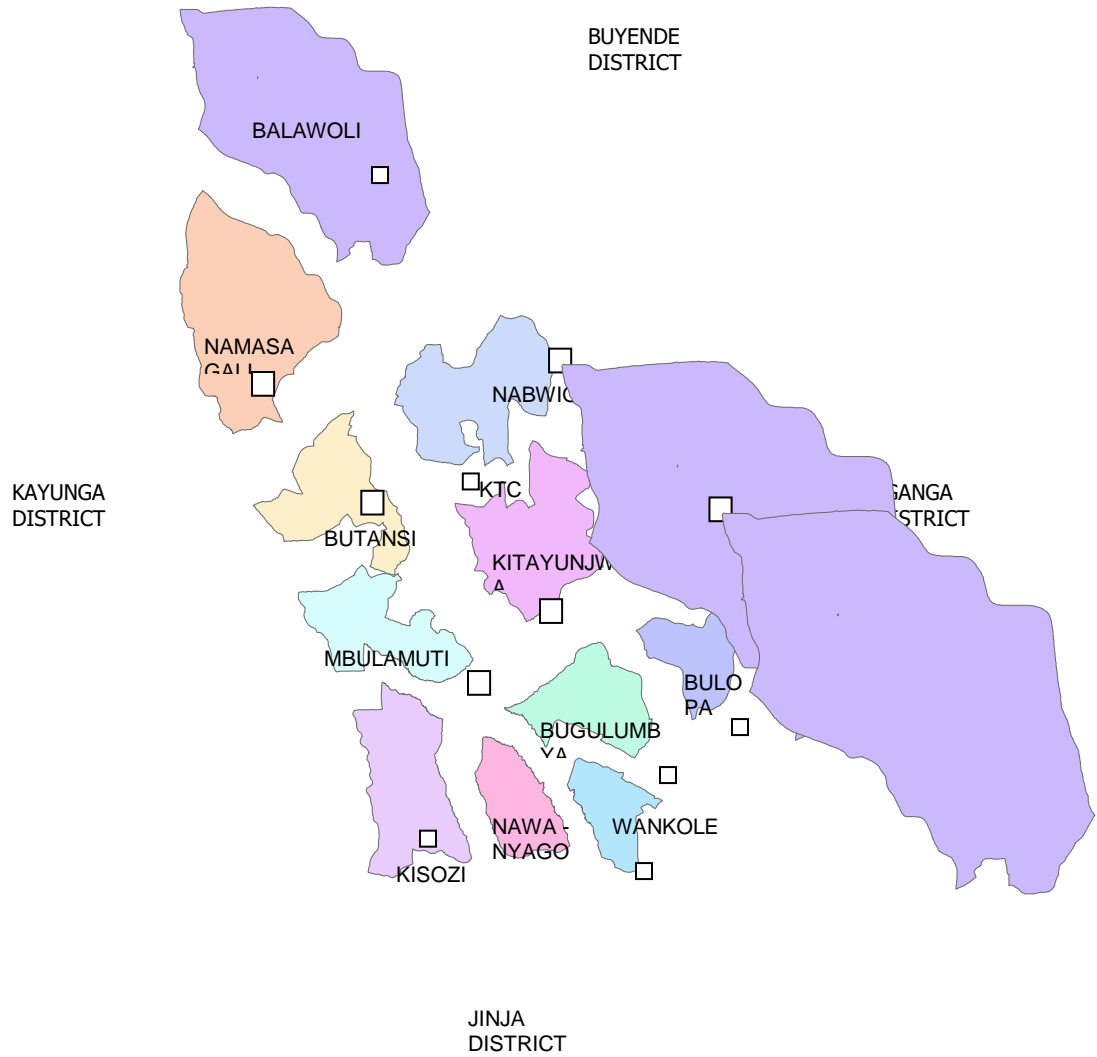
MAP OF UGANDA SHOWING KAMULI DISTRICT.



KEY

* - Kamuli District

MAP OF KAMULI DISTRICT SHOWING SAMPLED SCHOOLS



Key

□ Selected Schools for the Study.