

**MINIMUM REQUIREMENTS FOR IMPLEMENTING EDUCATION
POLICIES IN PRIVATE PRIMARY SCHOOLS IN KIRA**

TOWN COUNCIL IN WAKISO DISTRICT

BY

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PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTER
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KYAMBOGO UNIVERSITY**

FEBRUARY 2009

DECLARATION

I, OKIA HENRY STANLEY do hereby declare that this research report titled "*the implementation of education policies by private primary schools in Kira town council, in Wakiso district*" is entirely my own original work and has never been submitted to Kyambogo University or any other higher institution of learning for the award of any degree.

Signed.....



Date.....

24/2/2009

STUDENT

OKIA HENRY STANLEY

APPROVAL

This research has been carried out under my supervision and is ready for presentation and is ready for the award of the degree.

Signed

J. C. Enon

Date

27 Feb 2009

DR. J.C. ENON

SUPERVISOR



DEDICATION

I dedicate this work to my wife Pricilla, children, Dorah, Timothy, Jonathan, Charity, Winnie, Molly and Maria.

ACKNOWLEDGEMENTS

I thank the almighty God for his love, care and mercy over my whole life for having completed my research and course successfully.

I am very grateful to all those who have helped me throughout my education with love and encouragement especially my colleagues in the study, dear wife and children, the Directors of Hillside Primary School, Naalya, my colleagues in Administration who always stood for me while I was away and the entire Hillside fraternity for their valuable contribution towards my education, may God bless you.

Special thanks go to my supervisor, Dr. Enon, for his overwhelming support and guidance during the preparation of this research report.

I wish also to acknowledge the contribution of head teachers, teachers, proprietors, and community leaders in Kira sub Zone, Bweyogerere, Kimwanyi, and Kireka, who acted as source of information in this study. May God bless you, abundantly.

Finally, my gratitude goes to my friends at pro- biodiversity conservationists in Uganda (PROBICOU) for their assistance in various ways.



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ABSTRACT

The purpose of this study was to examine the implementation of education policy by private primary schools in Kira Town Council in Wakiso District. It was guided by the following objectives. To establish the extent to which private primary schools meet the minimum requirements for operating; to examine the factors affecting the implementation of education policies; to assess the proprietors' perception about the education policy and to establish community perception about the contribution of private primary schools. Participants were drawn from selected private primary schools and their communities which included 306 pupils out of 1500, 186 teachers out of 350, 44 Headteachers out of 50, 44 school proprietors out of 50, 2 education officials out of 2 and 36 community leaders out of 40. Data was collected using a combination of several instruments, which included questionnaires, interviews, observations and documents. The cross-sectional design which included both qualitative and quantitative methods was used. The major findings include:

- The Ministry of Education has clearly stipulated basic requirements and minimum standards which must be followed to establish schools.
- Most private primary schools mainly meet pedagogical and resource requirements and very few meet co-curricular requirements.
- The mushrooming private primary schools have been due to the need to provide quality education and the increase in the number of pre-primary leavers.
- Major factors affecting the implementation of education policy include lack of finance, inadequate incentives and rigidity of school proprietors.
- The basic strategies to improve the implementation of the policy would include government facilitation, improved supervision and offering tax incentives.

The major conclusion is that government should ensure that those who want to establish private schools should be asked to meet all the above requirements. The study provides the following as major recommendations for proper implementation of Education Policy and Minimum Requirements.

- Government and Ministry of Education should be vigilant and monitor private schools to ensure that they meet most of the basic requirements and minimum standards.
- Policies that are formulated should be friendly and not too rigid. Private school operators should be consulted before the policies are pronounced.
- Government should facilitate private schools with financial resources and instructional materials like textbooks.
- Ministry of Education staff who plan these policies should be qualified to guide the ministry and government in the formulation of policies that are easy to implement
- More researches need to be conducted to determine the extent to which private schools meet each of the stipulated requirements in other districts.



CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Governments all over the world lay a great emphasis on education of their people. This is because education is the fundamental factor through which individuals can be helped to acquire knowledge, skills, values and attitudes for the purpose of solving problems in daily life. Education is considered a means of development of an individual. It is the key component of Uganda's poverty eradication strategy (Levine and Byarahunga, 2002). It is believed that through education, human capital is developed which in turn empowers the poor to participate in the growth process. Primary education in particular provides a foundation for problem solving in the society. Education in Uganda is currently provided through multiple approaches including the formal, non-formal and informal Systems. The National Constitution in operation mandates Government to be responsible for leading in the provision of formal Education. However, individuals, private sector and NGOs are all encouraged to join Government to educate Ugandans (Ministry of Education and Sports, 2001). Provision of private formal education in Uganda dates as far back as the inception of formal education by the first Christian missionaries in the 1880s. This formal education was used by missionaries as a means for massive conversion of Africans into their religious faith. The missionaries, therefore, took charge of building many learning centres. Until 1925, the colonial government did not have any stake in the education affairs of the country. This means that education at that time was being provided privately and not by the state.

The government (colonial) of Uganda started to have stake in education as a result of the Phelps Stokes Commission report of 1924 that recommended that the government ought to take greater concern in the country's education

services. Following this recommendation the colonial government set up a department of education to ensure that education system did not only meet the interests of missionaries but also the national interests. After independence, the post colonial government further prioritized education and set up the Castle Commission of 1963 to look in the education needs of the newly independent country. The commission recommended large scale expansion of post primary schools, universalizing primary education and construction of more schools (Owolabi, 2005). Since 1963, education policy in Uganda was mainly guided by the Castle commission report. Further, the 1964 Education Act laid down the principle of non-denominational schools and the subsequent Act of 1970 asserted full control over schools by the government. Indeed during the mid 1960s and the early 1970s the government took charge of constructing more school blocks (Tomasevski, 1999).

Between the early 1980s and 1990s, emphasis on education was largely a general recovery and rehabilitation of educational facilities and man power to restore functional capacity (Kakuru, 2003). In 1987 when the National Resistance Movement government had taken over power, the Education Policy Review Commission (EPRC) was set up to examine what policy the government would adopt for provision of education at all levels (Owolabi, 2005). Various recommendations of the EPRC including provision of the Universal Primary Education program/UPE were fed into the 1992 government Education White paper on which the current education policies are based. The role of the private sector in the provision of formal education is recognized. Private schools through primary to tertiary are known for providing better education services (Rose, 2002; Tooley, 2005). Indeed there is an increasing demand for private primary schools in Uganda and enrollment has increased in them. For example, by 2003, there were about 1,705 private primary schools in Uganda

(Ssekandi & Chen; 2005). The number of private primary schools has since then continued to increase. Establishment of private schools is supposed to be guided by education policy which proposes requirements such as, good learning environment, quality shelter, learning materials, toilet facilities, competent teachers to mention but a few (Education Act. Cap.127, MoE, 1970). Thus, proper regulation should be a key part of education liberalization policy (Bayliss, 2000).

1.2 Problem statement

The increasing demand for education has seen the multitude of private primary schools mushrooming in almost every part of the country to provide education for people along side the traditional government primary schools. The establishment of such private school is supposed to be guided by education policy. The policy stipulates that minimum requirements should be met by the proprietors of these schools such as having qualified staff, proper structures, Instructional materials, staff organization and development among others.

Evidence shows that some schools appear on the surface to be deficient of these requirements such as having little space, dilapidated buildings, lack of qualified teachers and instructional materials among others.

1.3 Purpose of the study

The purpose of the study was to examine the minimum requirements for implementing education policies by private primary schools in Kira town council in Wakiso District.

1.4 Objectives

In order to achieve the main objective, the study was guided by the following specific objectives:-

1. To establish the extent to which private primary schools meet the minimum requirements for operating.
2. To examine the factors affecting the implementation of education policies.

3. To assess the proprietors' perception about the education policy.
4. To establish community perception about the contribution of private primary schools to their school communities.

1.4 Research questions

The study was aimed at answering the following research questions.

1. To what extent do private primary schools meet the minimum requirements for operating?
2. What are the factors affecting the implementation of education policies?
3. What is the proprietors' perception about the education policy?
4. What is the community's perception about the contribution of private primary schools to their school communities?

1.5 The scope of the study

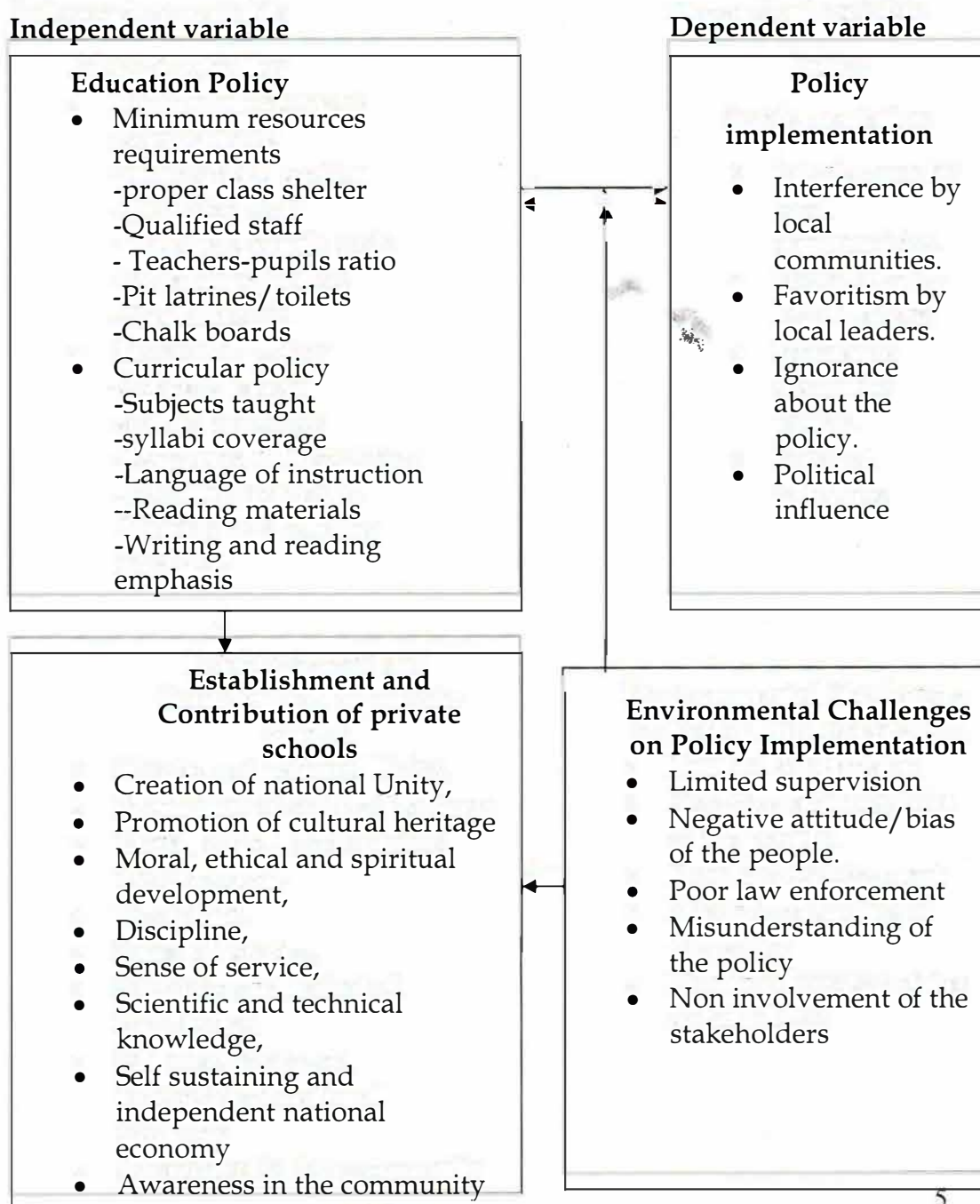
The study was carried out in Kira Town Council in Kyadondo County which is in Wakiso District. It is 15 Km North East of Kampala City. The study was conducted in both mixed day and boarding private primary schools owned by individuals or group of proprietors. The content scope focused on the extent in which these private schools meet the minimum requirement of the education policy, environment factors affecting the policy implementation, the perception of the proprietors and contribution of private primary school to the local communities. The samples included teachers, pupils, and Headteachers in the selected schools. Others were community leaders officials from the education department. The Methods of data collection involved both qualitative and quantitative techniques.

1.6 Significance of the study

The findings of the study will enable the Ministry of Education and Sports to evaluate its educational policy on private primary schools. The study will assist

the district educational officers, to supervise the implementation of education policy and advise government and ministry on education standards and policies. It will also help the proprietors of private primary schools to conform to the prescribed guidelines of the ministry. The pupils will also benefit from the findings because the MoE will ensure that private primary schools meet the minimum requirements for operating. This will include improved supervision and financial assistance extended to private primary schools.

1.8 Conceptual framework on education policies



The framework suggests that the policy on minimum standards requires that any proprietor who wants to start a private school must adhere and conform to the education policy requirements prescribed by the ministry of education and sports. The education policy requires such things as proper classroom shelter, qualified staff, pit latrines, scholastic materials and playground for physical activities as requirements for any beginning primary school.

The policy implementation is influenced by factors such as interference by local communities, local leaders, and ignorance about the policy, stringent policy and political influence. Environmental policy challenges also influence the implementation of education policy and such challenges include:-limited supervision negative attitude/bias of the people, limited resources, misunderstanding of the policy, and non involvement of the stakeholders. The conceptual frame work illustrates that private schools contribute to the development of school communities. The contribution is reflected in the following: - Creation of national Unity, promotion of cultural heritage, moral ethical and spiritual development, discipline, instilling Sense of service among others.

1.9 Definition of the Key Terms

Policy: - A set of guidelines and regulations, procedure put in place to determine course of action.

Universal Primary Education (UPE):- Free primary education offered to children of school going age that is, (6-12 years).

Implementation: - Execution or putting into practice.

Curriculum: - Refers to syllabus or list of subjects, course of study, topic to be covered, content, organization of teaching and learning or methods of learning.

Proprietors: - The owners of private schools.

Zone: An education demarcation for administration that represents a sub-county.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature. The literature was reviewed according to the objective. The main themes under which literature was reviewed include: - private primary school minimum policy requirements for operating, factors affecting the implementation of education policies, proprietors' perception about the education policy, as well as community perception about the contribution of private primary schools to their school communities.

2.1 Private Organizations and Policy Requirements

Globally private primary schools have increased. Reports by Govinda & Varghese (1993) in India indicate that private schools have been expanding rapidly in recent years. This rapid expansion is as a result of policy of liberalization by government on education. ambissan (2003) also reports that there has been mushrooming of privately managed unregulated pre-primary and primary schools. In India and Africa, private schools, both recognized and unrecognized, seem to be flourishing. Poor parents send their children to private schools because of several reasons. These include;- deterioration of government schools, lack of places in government schools, liberalized and free policy, and the desire of parents for medium of instruction in English (Tooley, & Dixon, (2003).

The deterioration of standards in government schools has been attributed to lack of teacher accountability, absence of strong unions, teacher absenteeism along with teacher complacency, lack of motivation to teach, poor facilities, high pupil teacher ratios and poor functioning (ambissan and Geetha, 2003; Aggarwal, 2000). All these have contributed to rise of many private schools. In sub-Saharan Africa and Asia generally, the declining quality of public education has led to growing numbers of parents sending their children to non-state schools which amounts to a mass exodus from state to private schools (Levine and Byaruhanga 2002).



Reports from Northern Indian States indicated that the schools suffered from poor physical facilities and high pupil teacher ratios, which motivated many parents to prefer to move their children to private schools.

Government schools are now perceived not to be providing quality education for the poor and therefore private schools have emerged to cater for parental demand for a higher quality education. In Uganda and Malawi, for example, private schools have mushroomed due to the policy of liberalization of education (Rose, 2002, 2003) and in Kenya the deteriorating quality of public education created demand for private alternatives (Bauer, Brust, & Hebert, 2002). However, until now the extent to which private primary schools adhere to policy requirements has been unknown, because no quantitative research has been carried out in private schools in low-income areas. It has simply been assumed that the quality of the unrecognized private unaided schools that are 'mushrooming', and serving the poor across Africa and Asia is low. Watkins (2000), for instance, in a report to Oxfam, notes that while it is obvious that there is appalling standard of provision of quality education in public education systems, this does not mean that private primary education is necessarily better. Of course, there are some high quality private providers which are well-resourced, but inaccessible to the poor while there are others which do not provide quality education. (Watkins, 2000). Watkins (2000) concludes that as far as private primary schools for the poor are concerned, they are of inferior quality'; and offer low-quality service which limits children's future opportunities. Surprisingly, in view of the confident assertions made in some quarters, there is little evidence to substantiate the view that private primary schools systematically outperform public schools with comparable levels of resources (Watkins, 2000).

In order for private primary schools to provide basic education which is related to the needs of the community and nation, the aims and objectives of primary education should be routinely emphasized according to the policy (Nicholas & Bitamazire, 1993). The Government White Paper on education in Uganda highlights two categories of policy requirements. These include curricular requirements and resource requirements. It further categorizes minimum requirements into pedagogical policies (teaching methods) such as discussion, inquiry, explanation, story telling among others, and non-pedagogical policies such as accommodation for students, maintenance of estate, transport and health services. The Government White Paper also highlights the following requirements under non-pedagogic needs. Maintenance and estates, security, accommodation for students, bookshop, printing and publishing facilities, transportation, health services, students' loans assistance, recreational facilities community service, as well as income generating activities. Other related needs include place of worship, educational facilities for children of staff members, student associations/guilds, graduation and staff parties, as well as student gathering and parties (MoES, 1992).

According to the 1992 Government White Paper on the education policy review commission report, government has decided that in the allocation of resources to various needs of education, the teachers needs such as their training, salaries and tools for work should be accorded first priority. Furthermore, it highlights that administrators and directors of educational institutions and parents must place emphasis on supporting pedagogical needs like libraries and classrooms.

Nicholas and Bitamazire (1993) observed that most of the primary schools in Uganda do not meet the required policy standards. Private schools have also increased and characterized by obvious lack of enough teachers, desks, chairs, space, books and other teaching-learning aids.

According to Kiwanuka (1993), the increasing primary school enrolment figures for Uganda have not been matched with a corresponding increase in facilities. Most public and private schools manifest lack of desks, chairs and other facilities and rural schools are the most hit. Some schools operate under trees implying that during rainy seasons, school programs are interrupted. All these are not in fulfillment of the policy of government of operating a private school. Most of the private schools are characterized by lack of reading and writing materials; lack of adequate follow up and inspection; untrained teachers, lack of guidance and counseling and Life Skills; untrained management/head teachers and their deputies. All these demonstrate the failure of fulfillment of educational policy requirements in private primary schools. This also impairs the implementation of education curriculum in primary schools (Kingdon, 1996). Oloka-Onyango (1996) notes that some of the private schools still lack a monitoring system to ensure abuse of power by teachers in some private primary schools. For example, corporal punishment was illegalized by the Education Act, which attempted to confine the administration of corporal punishment to head teachers, but it is acknowledged that "teachers do cane children in all the schools". Presence of corporal punishment in some private primary schools is a manifestation of failure to implement educational policy.

2.2 Environmental Factors and Policy Implementation

Educational policy is constantly subjected to various influences. Usually its practical application is associated with distortions and obstacles to successful implementation (World Bank, 1996). According to Owolabi (2005), to implement a policy, a schedule of activities need to be drawn up on who is to do what, when and how. Resources must be located and made available, financial resources have to be allocated in a way to minimize implementation delays, required personnel must be put in place and made to face their new assignments. They

must possess the technical know-how and be made to operate in a clearly structured administrative system. According to Owolabi, (2005) people are part of the policy implementation environment. Their attitude towards a certain policy influences its implementation. Experience has shown that involving the people in policy planning makes the policy very acceptable and its implementation more successful. People must be psychologically ready to accept policy (Owolabi 2005).

Owolabi (2005) argues that successful implementation of an educational policy requires the mobilization of political support. Implementation of education policy requires a conducive political environment in order to succeed. Some educational policies are not based on result of any rational analysis of situations and evaluation purposes. They are based on subjective political considerations. For example, because a political party wants to be popular, and win the votes, it may promise to offer free education at all levels, when the means for achieving such a purpose is not affordable. Policies that are based on their utility to political leaders, reward to party supporters, and revenge on political opponents but not on any consideration of justifiability, often run into problems of implementation (Qualma & Bolger, 1996).

The Government White Paper on Education also outlines a number of factors that have been affecting education policy implementation in Uganda. These include wars and civil strife, which lead to erosion of quality of education at all levels, lack of proper planning, regional imbalances, increase in untrained teaching staff, changes in curriculum, the cost of education, as well as lack of reliable educational data (MoES, 1992). It is important to note that the success of private schools needs much of financial and other material resources. Many private schools are running on a very tight budget. Certainly many private schools are finding it increasingly difficult to cope with the costs of operation.

several occasions, the Ministry and related institutions have come under the spotlight for weaknesses in governance. This situation may be indicative of lack of clear and tight norms and procedures, regulations, and statutes that guide institutional behavior. Where appropriate tools exist, it may be indicative of weak to no enforcement. Whatever the cause may be, this is an areas of serious challenge for the Ministry and related institutions.

The argument in favor of private involvement's in primary education hinges primarily on the theory of human capital, which states that education is an investment in human beings, which increases productivity and hence recipients' earnings (Lassibille & Tan 2001). Like physical capital, human capital has four main characteristics namely; it is capable of reproducing itself with time; its pay-off time is long; the building-up time is equally long and costly and it depreciates with time. Since education increases productivity and earnings of the recipients, a rational and well-informed individual should be willing, if able, to invest in such education.

Records show that proprietors perceive that with increased competition, private education institutions have brought about greater diversity and choice for students and has served as a powerful incentive for public schools to innovate and modernize (Deininger, 2000). Proprietors believe that regulated private system of education should be modified to subsidize, private education, which takes care of the problems associated with cost of regulations on the side of the private providers of education, as well as cost of positive externalities and unwillingness to pay on the side of individuals who wish to invest in education (Nambissan, & Geetha, 2003, 2003).

Beghin (1968) however, notes that the current education policy in Uganda is associated with lack of efficacy, and key changes need to be made not to curb the

spiritual development, discipline, sense of service, scientific and technical knowledge, literacy, as well as creation of an integrated, self sustaining and independent national economy (MoES, 1992). It is important to note that the products of the school as a system are released as “outputs” into the external environment to which the school is part. They may impact upon that society positively or negatively. The society responds to that impact by giving the school “feedback” as to its relative effectiveness as a functioning part of greater whole and “feeds back” into the school system raw materials “affected” by its products (Rose, 2002). When defective educational products are released into the environment/society or community they make a detrimental impact. Therefore schools may have both negative and positive contribution towards community (Govinda, & Varghese, 1993).

Considering the impact of an imposed alien literacy and numeracy oriented educational program on hypothetical rural community, while the basic skills taught in that program may have some value in that community, the values and attitudes accompanying those skills taught may not at all be useful to that community. As such, school leavers confident that they could read and write may see no value in the life of farming and thus leave the community for more “literate” jobs in the urban centres, depriving the community of much of its manpower resources and thus, its economic base. The community may become poorer, its educational “raw material” may have become of poor quality and a downward cycle ensued (Cox & Jimenez, 1989)

According to Lassibille, Tan and Sumra (1998), private schools also contribute to the development of communities. School leavers supply the knowledge, skills, aptitudes, attitudes and values that the community needs, which will enable it to develop and progress. The community here refers to both the immediate community to which the school is part and the larger society as a whole. School

leavers, for example, who may have developed a variety of technical skills but who have not been taught the value of man's physical environments, ecosystems, the various interdependencies of human, animal and plant life and the environments may actively participate in their wholesale destruction. School leavers who are deficit in interpersonal skills, who have not been taught the value of relating to people different than themselves will create conflict and division in the community. Lassibille, Tan and Sumra (1998) further stress that School leavers who have "read" certain subjects but are unable to apply its concepts and skills are dysfunctional in the community and often become parasitical and thus may not contribute to development.

Cox & Jimenez (1989) argue that teachers, administrators and parents are also human materials. If the transforming processes of the school system do not change them into improved teachers, administrators and parents then the school's various programs fail to improve, often deteriorate and the standard and quality of education either becomes static or declines. If the quality of education is inhibited, then the society's progress and community development is inhibited. Specific school programs such as school-community workgroups, community outreach programs or work study programs and others are designed to create awareness in the school community. The school performs an important function is the development of the surrounding environment and the community. Societies have vested interest in seeing that the school functions with optimum efficiency and effectiveness (De, Majumdar, Noronha & Samson, 2002). Like other schools, private schools in any community society are agents of change and progress,

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were followed in conducting the study. It gives details regarding research design, population of the study area, sample and sampling techniques, a description of data collection instruments used, as well as the techniques that were used to analyze data.

3.2 Study design

The research was carried out using a cross-sectional survey design which involved the use of both qualitative and quantitative methods of data collection. A cross sectional design was used because it could help to collect data from various categories of people. The combination of qualitative and quantitative methods increases the quality of research because results from each method reinforce each other for consistency. Qualitative techniques helped the researcher to come up with conclusions on variables that could not be quantified while quantitative techniques helped in establishing numerical values attached to variables.

3.3 Study area

The study was conducted in Kira town council in Wakiso District which is located 15 Km north east of Kampala city. The study area which is Kira Town council has four sub- zones namely, Kireka, Bweyogerere, Kimyanyi and Kira. The study covered all four sub-zones which have 50 private primary schools. The study involved 44 schools purposively selected because of their nature and richness in the required information.

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3.4 Population and samples

The study population included head teachers, school proprietors, teachers and pupils. Others included local council leaders, Education officials and community members and leaders. The break down of the samples included 306 pupils out of 1500, 186 teachers out of 350, 44 head teachers out of 50, 44 school proprietors out of 50 and 2 education officials, out of 2 and 36 community leaders out of 40. These samples are considered representative enough. (Krejcie and Morgan, (1970). The researcher used both purposive and random sampling techniques. Random sampling was used on pupils and teachers. Purposive sampling was used on Headteachers and proprietors of the schools because this technique would allow a researcher get the required information with respect to the objectives of the study. In total 760 respondents were selected out of the total population of 2042. The sample included 400 males and 360 females.

3.5 Data collection instruments

3.5.1 Questionnaires

Three Questionnaires composed of open- ended and closed ended items were developed and used to obtain information from head teachers, teachers and pupils. They were based on how the private schools fulfill education policy requirements. The open ended section of the questionnaire contained 10 items while closed ended contained 15 items.

3.5.2 Interview guide

Interviews were administered to proprietors and community representatives such as local leaders. Interviews were used to establish the community's perception about the contribution of private primary schools to development the interviews were open ended and had 17 questions.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the research findings. The research set to examine the implementation of education policies by private primary school in Kiira County in Wakiso district. The study was guided by four objectives namely:

- i. To establish the extent to which private primary schools meet the minimum requirements of establishing schools, (ii) to examine the factors that affect the implementation of education policy, (iii) to assess the proprietors' perception education policy, and (iv) to determine the community perception about the contribution of private schools to their school communities. The findings are presented objective by objective.

4.2 RESULTS

4.2.1 Meeting Minimum Requirements

The first question which the study set to answer was “to what extent do private primary schools meet the minimum requirements for establishing and operating schools.” The question was divided into two parts. The first part of this question was to find out what minimum requirements have been stipulated by the government for all schools. This was achieved by examining the documents of the Ministry of Education and Sports to find out what kind of requirements exist. The finding shows that the Ministry of Education has stipulated twelve basic requirements and main standards to be met by all educational institutions. The requirements are summarized in Table 1.

Table 1: Basic Requirements and Minimum Standards

	Requirements and standards	Examples of indicators
a	Overall management	Mission statement, work plan management and information record.
b	Structures and facilities	Sign posts, school land, and classrooms.
c	Staff organization and development	Establishment, staff meeting, staff orientation.
d	Teaching and learning process organisation.	National curriculum, syllabuses, teacher's guide, instructional materials.
e	Co-curricular activities organisation and development	Games, sports, clubs, equipments.
f	Students organisation and development	Prefects body, students' council, committees.
g	Finance Generation and management	Committees, annual budget, finance books.

Table 1 shows seven out of twelve basic requirements and minimum standards that private primary school must have in order to operate. The success or failure of the school is measured against the presence or absence of these indicators.

The second part of the question focused on examining the extent to which the existing private schools that are operating are meeting these requirements. For the purpose of this study, the requirements were classified into four categories as co-curricular requirement, resource requirements, pedagogical requirement and non-pedagogical requirements. Observation of school environments, interviews, and questionnaires were used to elicit information. The findings are summarized in Table 2.

Table 2: Extent to which Private Primary Schools have met Requirements in 44 observed schools

	Raw Data	Schools observed N=44	Raw Data	Teachers perception N=186	Raw Data	Pupils N=306 perception
Co-curricular activities	2	4.3%	26	32%	26	8.8%
Resource requirements	26	60%	50	26.7%	83	27.3%
Pedagogical requirements	5	11.7%	37	20%	189	45.6%
Non-pedagogical requirements	10	24%	40	21.3%	74	24.3%

The results in Table 2 present how schools have met policy requirements. The table shows that few schools (4.3) meet minimum requirements for co-curricular activities such as sports and games. Few schools (11.7) meet requirements for pedagogical policies (Teaching methods) such as provision of textbooks and other instructional materials. A good number of schools (60%) meet resource requirements which include classrooms, toilets, staff room and water. A small percentage of schools (24%) do meet requirements for non-pedagogical activities such as salaries for teachers, health centre, accommodation for staff and safety.

Teachers of these schools were asked to rate the extent to which they thought the schools meet minimum requirements. Only 32% of the teachers thought that private schools meet co-curricular requirements while only 26.7% rated the schools to be meeting resource requirements, and 20% meet pedagogical requirements and 21.3% non pedagogical requirements. Pupils were also surveyed. A very small percentage of pupils (8.8%) thought that the schools meet co-curricular requirements while big percentage also thought that these schools meet non-pedagogical requirements. A small percentage (27.3%) thought that the

schools do meet resource requirements. Data was also generated from an education officer during the interview about how many private primary schools were registered with the Ministry of Education and Sports in their area of jurisdiction. The response was an emphatic NO and I quote:

Sincerely I don't know the number of registered private primary schools in this area. This is because most of them do not submit information about their status to this office. They do not fill in the annual statistical census forms as required by the education policy.

This response would imply that the schools fear to do so because they do not meet the requirements. Another education official from the inspectorate department emphatically echoed that some schools do implement but many of them do not. Instead, the education officials only come to realize that some of these schools are already operating when parents come to register their complaints about poor condition of sanitation, lack of scholastic materials, and land wrangle among others in such schools.

These findings reinforce Watkins (2003) who conducted studies in Malawi about policy and operation of private primary schools and established that the recent developments in private education has occurred by default rather than by design, legislation and regulation. So, if the law on minimum requirements were to be implemented to the objectively, most of these schools would not start or would have to close. The findings also support Chedié et al (2000) who noted that there is often variation in the aspects of non-government providers which are regulated. The findings also confirm Nicholas and Bitamazire (1993) who reported that most primary schools in Uganda do not meet required policy standards.

4.2.2 Implementation of Basic Policy Requirements and establishment of private schools.

The second question sought to examine the factors that interface in the implementation of the education policy. The question had three parts: reason for establishment of schools, factors affecting the implementation of the policy, and strategies to be used. Reasons for the establishment of schools were generated through proprietors of schools and some members of the community as well as school head teachers. The findings are summarized in Table 3.

Table 3: Reasons for establishing schools

	Reasons	Raw Data Proprietor N=44		Raw Data Headteachers N=44	
a	Increasing Primary leavers	7	16.6%	11	24.6%
b	Desire to make money	14	32.4%	9	20.5%
c	Weakening state education	9	21.3%%	8	18.3%
d	Need for quality education	5	10.7%	11	25.6%
e	Employment and development	8	19.0%	5	11.0%

The results presented in Table 3 show the reasons for mushrooming of private schools in the area. The greater percentage of school proprietors (32.4%) thought that most schools have been established because of the desire by proprietors to make money. Many of them (21.3%) also thought that mushrooming of private schools has been due to the weakening of state education such as interference, favoritism, and over control. About (19.0%) of the proprietors thought that these schools are established for the purpose of providing employment and development to the community. The lowest percentage (10.7%) thought that private schools have emerged due to the need for quality education which has been eroded by the coming of Universal Primary Education (UPE). This point actually explains why some of the private schools have very poor quality academic performance. This finding reinforces Trolley and Dixon (2003) who reported that parents tend to send their children to private schools because of deterioration of government schools, lack of places in government schools and liberalized free policy. The findings also confirm Nambisan (2003) who reports that although schools are mushrooming in Africa and Asia, poor people do not send their children to private schools

The second part of the question focused on what factors are affecting implementation of the policy. The findings are summarized in Table 4.

The results presented in Table 3 show the reasons for mushrooming of private schools in the area. The greater percentage of school proprietors (32.4%) thought that most schools have been established because of the desire by proprietors to make money. Many of them (21.3%) also thought that mushrooming of private schools has been due to the weakening of state education such as interference, favoritism, and over control. About (19.0%) of the proprietors thought that these schools are established for the purpose of providing employment and development to the community. The lowest percentage (10.7%) thought that private schools have emerged due to the need for quality education which has been eroded by the coming of Universal Primary Education (UPE). This point actually explains why some of the private schools have very poor quality academic performance. This finding reinforces Trolley and Dixon (2003) who reported that parents tend to send their children to private schools because of deterioration of government schools, lack of places in government schools and liberalized free policy. The findings also confirm Nambisan (2003) who reports that although schools are mushrooming in Africa and Asia, poor people do not send their children to private schools

The second part of the question focused on what factors are affecting implementation of the policy. The findings are summarized in Table 4.

Lack of qualified staff (\bar{X} =2.6) was considered to be the factor with the least influence. Headteachers, too, rated the factors and thought that the major influencing factors were lack of finance (\bar{X} =4.5), inconsistency in law (\bar{X} =4.3) and weak penalties to defaulters (\bar{X} =4.0). They rated the factors with less influence to be poor supervision (\bar{X} =2.5), lack of qualified staff (\bar{X} =2.6), and political influence (\bar{X} =3.0). A comparative analysis between teachers and head teachers show that head teachers tended to rate six factors to be with high influence while teachers rated only two factors higher than head teachers. Both teachers and head teachers' rated lack of finance as the leading factor. Additional data about factors affecting the implementation of education policies by private primary schools in the area was generated from district education officials and are summarized narratively. The education officer cited such factors like:

- People's negative attitude towards government policies regardless whether they are beneficial or not. This was even reflected in the introduction of UPE in 1997 when up to how many parents are opposed to the provision of books and pens and feeding their children, for example.
- Most of these private schools' main objective is for commercial purposes. The schools start with inadequate funds and fail to offer required services such as paying teachers salaries, lack qualified teachers, have poor sanitation and others.
- Lack of involvement of parents and local communities in supervision and monitoring of school activities and programmes (i.e. no committees).

- Lack of consistency by government in enforcing policies for example, the thematic curriculum has failed to take off.
- Inadequate funds by education departments to enable officials supervise and inspect schools.

The official from inspectors of schools department reiterated such factors like:

- Ignorance about government policies by those who open schools.
- Interference by politicians some of whom own the schools.
- Religious affiliation with the desire to serve their people regardless of guidelines laid down.

The general impression from the data is that most schools do not implement education policies. They view schools as money-making endeavors. Some schools operate in garage, small houses and anywhere. This finding strongly supports the World Bank (1986) which reported that education policy is constantly subject to various influence. The finding also reinforces Owolabi (2005) who noted that financial resources have to be allocated in a way that can minimize implementation delay; required personnel must be put in place and made to face their new assignments. The findings are also in agreement with Owolabi (2005) who observed that successful implementation of all educated policies requires the mobilization of political support since political intervention may affect implementation.

The third part of the question was to examine what strategies teachers and head teachers' thought could be put in place for effective implementation. The findings are summarized in Table 5.

Table 5: Strategies for Effective Implementation of Policy

Strategies	Raw Data Headteachers N=44		Raw Data Teachers N=186	
Tax holiday and incentive	4	9.1%	11	5.8%
Supervisions + inspection	11	24.2%	39	21.1%
Government facilitation	17	39.4%	54	28.8%
Sensitization	5	12.1%	32	17.3%
Secondment of teachers	3	6.4%	4	1.9%
Proprietors' rigidity	1	3.0%	-	-
Promote private associations	4	9.1%	4	1.9%
Recruit qualified teachers	-	-	4	1.9%
Providing requirements to the school	-	-	13	7.2%
Award school/administration	-	-	11	5.8%
Improved School environment	-	-	4	1.9%

Findings in table 5 show that a greater percentage of head teachers identified important strategies which could be in place to include the need for government to facilitate private schools with funds, scholastic materials and text books (39.4%), improve on supervision, inspection and monitoring (24.2%), sensitization of private school administrators on various issues such as skills, budgeting and development (12.1%), providing tax incentives and holidays

(9.1%), promoting private school proprietors' association (9.1%), and secondment of teachers on salary by government (6.4%). Similarly, teachers also identified strategies like government facilitation (28.8%), supervision (21.1%), and sensitization (17.3%). They also identified the need for policy requirements to be met before operating a school (7.2%) and tax holiday (5.8%). They also identified other strategies such as awarding high performing schools and administrators (5.8%), and secondment of teachers (1.9%).

Supplementary data about strategies was generated from education and town council officials. Their views are summarized as follows:

- Schools which do not meet minimum standard should be closed.
- Government should view school proprietors as developers and not competitors. So private schools should be exempted from paying taxes because they provide service.
- Policies should be pro-people such that they should be affordable and acceptable.
- Government should extend help to these schools by availing them with scholastic materials to enable them provide quality education.

This finding agrees with Owolabi (2005) who says that to implement a policy, a schedule of activities need to be drawn and resources must be allocated to minimize implementation delays.

4.2.3 Contribution of Private Primary Schools

The third question which the study sought to answer was "what is the perception of community members about the contribution of private primary schools?". To answer this question, data was collected from parents and other members of the community through interview. The findings are summarized in Table 6.

Table 6: Community members' Perception of the contribution of Private Primary Schools.

Contribution	Raw Data	Perception N=36
Quality education	7	19.6%
Affordable education	8	21.9%
Community development	10	28.3%
Employment	6	16.5%
Change agent	3	9.7%

The findings in Table 6 show that 28.3% of the members of the community thought that private primary schools have contributed to their communities by promoting community development such as literacy, knowledge, skills, attitude and values. A great percentage of 21.9% also thought that these schools have helped to provide low cost affordable education which has enabled every school-going age child to acquire education. It was observed, however, that this contribution favours only the rich because these schools tend to be expensive compared to UPE schools. The smallest percentage (9.7%) thought that private primary schools have contributed to the community as change agent by enabling the communities to acquire interpersonal skills, information and new ideas. These findings agree with Colclough (1996) who noted that in reality, private primary schools have always been involved in education in various ways. The findings also support Lassibille and Sumra (1998) who stressed that, school leavers who have read certain subjects but are unable to apply its concepts and skills are dysfunctional in the community and often become parasitical and may not contribute to development.



4.2.4 Perception about Policy on Minimum Requirements.

The last question which the study sought to answer was “what is the perception of proprietors about education policy on minimum requirements?” To answer the question, data was collected from school proprietors using interview. Findings are summarized in Table 7.

Table 7: Proprietors’ Responses on Policy Requirements.

Responses	Raw Data	Proprietors N=44
Fees payment	4	10.2%
Time for implementation	10	22.6%
Lack of consistency	1	2.3%
Involvement of stakeholders	7	12.8%
Lack of monitoring	1	2.6%
Expensive plan	4	8.3%
Land title	8	17.2%
Marginalisation	4	10.0%
Capacity to develop policy	7	16.0%

The findings in Table 7 present what proprietors thought about the requirements of education policy. A greater percentage of proprietors (22.2%) thought that the government needs to give ample time before such policies are implemented. This would help the concerned party to understand them and be able to implement them well. A good percentage (17.2%) also thought that the requirement by the policy for a proprietor to have land title before opening a school is unfair because some people open schools on customary land which does not necessarily have



land title. Another idea most proprietors echoed out about the policy was the need for government to actively involve proprietors and other stakeholders in policy formulation (12.8%). A good proportion of proprietors (16.0%) thought that there seems to be lack of capacity in the ministry to formulate and guide the bureaucrats. So many times, policies are pronounced and then withdrawn within a short time which creates contradiction. This finding confirms Qualman and Bolger (1996) who echoed that the Ministry of Education and Sports in Uganda seems not to have adequate capacity to develop and articulate effective norms, rules, regulations, procedures, code of ethics and even principles that can ensure transparency and accountability in the sector.

CHAPTER FIVE

4.0 Summary, Conclusion and Recommendation

5.1 SUMMARY

This study found that

- The Ministry of Education has clearly stipulated basic requirements and minimum standards, which every institution must follow and these include the following:

Overall management, structures and facilities, staff organization and development, teaching and learning process organization, co-curricular activities organization and development, students' organization and development and Finance generation and management among others.

- Few private primary schools (4.3%) in the district do not meet co-curricular requirements, such as games, sports and clubs. Few schools 11.7% meet pedagogical requirements (teaching methods)
- A good number of teachers (32%) feel that most schools do not meet requirements for co-curricular activities. The pupils (45%) also feel that most schools do not meet pedagogical requirements and co-curricular activities.
- The major reasons for the mushrooming of schools in the area according to school proprietors include the desire to make money, weakening of state education and provision of employment and development.

- According to head teachers, the major reasons include the need for quality education, increase in pre-primary leavers and desire to make money.
- The implementation of education policy is affected by such factors like lack of finance, inadequate incentives, inconsistency in the law, weak penalties on defaulters and laxity in enforcement.
- Head teachers and teachers recommended the important strategies which could be used to include improved supervision and inspection, government to facilitate schools with finance and scholastic materials, government should offer tax incentives and holiday and school proprietors should be sensitized in general educational matters.
- Private primary schools contribute to the communities in many ways including promoting community development, providing quality education as well as low cost education and employment.
- Most proprietors believe that there are problems in the implementation of the policy due to inadequate time, low payment of fees by pupils, inadequate capacity by the ministry to develop policies and low level of involvement of stakeholders in policy formulation.

5.2 Conclusion

According to the study, the extent to which private primary schools in Kira town council adhere to policy requirements is still low. In order for primary education to provide basic education, which is related to the needs of the community and nation, the aims and objectives of primary education should be routinely emphasized. Private Primary schools should be in position to fulfill minimum pedagogical and non-pedagogical needs which include, salaries for teachers,



tools for work for teaching staff, accommodation for staff, support staff salaries and allowances, curriculum and co-curricular facilities and materials including those for games and sports, instructional tools and equipment, books, chalk and stationery, classroom, seminar and administrative buildings, laboratories, and science equipment, farms animal husbandry and related facilities, teaching aids for special student categories and for specialized training/ education, as well as libraries.

5.3 Recommendations

The findings of the study offer very strong recommendations, which could help to promote proper implementation of education policy on minimum requirements. These include:

- Government and Ministry of Education should be vigilant and monitor private schools to ensure that they meet most of the basic requirements and minimum standards.
- Policies that are formulated should be able to be met by the proprietors of private schools.
- Private school proprietors should be consulted before the policies are pronounced.
- Government should facilitate private schools with financial resources and instructional materials like textbooks.
- Private Primary schools should not pay taxes for operating.
- Ministry of Education officials who plan for Education policies should be qualified to guide the ministry and government in the formulation of policies that are easy to implement
- More researches need to be conducted to determine the extent to which private primary schools meet each of the stipulated requirements in other districts.



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APPENDIX I
KYAMBOGO UNIVERSITY
Questionnaire for Head teachers

Dear respondents,

I am a finalist student of Masters of education in Policy, Planning and Management. I am conducting a study entitled "The implementation of education policies by private primary school proprietors in Kira town council, Kyadondo County in Wakiso district". You have been chosen to participate in this study. Please help us answer the questions as honestly as possible. The information you give will be treated confidentially and used solely for the purpose of the study.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Sex

Male

Female

2. Position

Held

.....

3. Duty/duties

.....

4. Qualifications

Certificate holder

Diploma holder

Degree Holder

Masters Degree

Others (specify).....



5. Length of service in the school

Less than a year 1 to 3 years

2 to 8 years

More than 8 years

SECTION B. EDUCATION POLICY REQUIREMENTS

6. Is your school registered with Ministry of Education and Sports?

Yes No

7. As a head teacher are you aware of the existence of Ministry of Education Policy on private primary schools

Yes No

8. What education policy requirements for running a private school are you aware of?

.....

.....

.....

.....

.....

.....

9. Does your school fulfill all such education policy requirements?

Yes No

Give reasons for your answer above.

.....

10. As a head teacher what challenges do face in trying to fulfill all the requirements for operating this school?

.....

11. In general, what factors affect effective implementation of education policies in private primary schools? Please Tick where appropriate. (SA-Strongly Agree, A-Agree, NS-Not Sure, D-Disagree, SDA-Strongly Disagree)

	SA	A	NS	D	SDA
Laxity in enforcing government policy mechanism					
Lack of adequate offices to enforce the policies					
Weaknesses within the penalties for defaulters					
Inadequate head teacher orientation towards the policies by the MoE					
rigidity of school proprietors					
Inadequate incentives for best practices					
Lack of adequate qualified personnel in schools to implement policies					
Small budgets in schools					
Poor supervision					
Political influence					

12. What strategies do you think can be put in place for effective implementation of education policy on private schools?

.....
.....
.....
.....
.....

13. Any other comment?

.....
.....
.....

End. Thank you.

APPENDIX II
KYAMBOGO UNIVERSITY

Questionnaire for teachers

Dear respondents,

I am a finalist student of Masters of education in Policy, Planning and Management. I am conducting a study entitled "The implementation of education policies by private primary school proprietors in Kira town council, Kyadondo County in Wakiso district". You have been chosen to participate in this study. Please help us answer the questions as honestly as possible. The information you give will be treated confidentially and used solely for the purpose of the study.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1 .Sex

Male

Female

2. Position Held

3. Duty/duties

4. Qualifications

Certificate holder Diploma holder

Degree Holder Masters Degree

Others (specify).....

5. Length of service in the school

Less than a year 1 to 3 years

4 to 8 years More than 8 years

SECTION B. EDUCATION POLICY REQUIREMENTS

6. Is this school registered with Ministry of Education and Sports?

Yes No

7. As a teacher are you aware of the existence of Ministry of Education Policy on private primary schools

Yes No

8. What education policy requirements for running a private school are you aware of?

.....

.....

.....

.....

Does your school fulfill all such education policy requirements?

Yes No

Give reasons for your answer above.

.....

.....

9. As a teacher what challenges is faced by the school in trying to fulfill all the requirements for operating ?

.....

.....

11. In general, what factors affect effective implementation of education policies in private primary schools? Please Tick where appropriate. (SA-Strongly Agree, A-Agree, NS-Not Sure, D-Disagree, SDA-Strongly Disagree)

	SA	A	NS	D	SDA
Laxity in enforcing government policy mechanism					
Lack of adequate offices to enforce the policies					
Weaknesses within the penalties for defaulters					
Inadequate head teacher orientation towards the policies by the MoE					
rigidity in school proprietors					
Inadequate incentives for best practices					
Lack of adequate qualified personnel in schools to implement policies					
Small budgets in schools					
Poor supervision					
Political influence					

12. What strategies do you think can be put in place for effective implementation of education policy on private schools?

.....

.....

.....

13. Any other comment?

.....

.....

.....

End

Thank you.

APPENDIX III
Questionnaire for Pupils

I am a finalist student of Masters of education in Policy, Planning and Management. I am conducting a study entitled "The implementation of education policies by private primary school proprietors in Kira town council, Kyadondo County in Wakiso district". You have been chosen to participate in this study. Please help us answer the questions as honestly as possible. The information you give will be treated confidentially and used solely for the purpose of the study.

1. Kindly fill your answers in the table bellow

1	Age	
2	Sex	
3	School	
4	Class	

2. Do you have a library at your school?

YES NO

3. If no, how do you access the reading materials?

4. Do you think that the current environment is good for your studies?

Yes NO

5. If no, how best can the existing environment be improved to help you carry on your studies well?

INSTRUCTIONS

6. In the table bellow Please Tick the right alternative.

	STATUS	YES	NO
1	You are well spaced in class		
2	You have enough tables and chairs in class		
3	Some pupils repeat the class if they don't perform well		
4	Girls are harassed by male teachers		
5	Teachers beat up pupils at school		
6	There is AIDS Club in your school		
7	Teachers inform pupils about HIV/ AIDS		
8	Some girls are in love with male teachers		
9	Pupils receive guidance and counseling from school		
10	Pupils are involved in sports and games		
11	Pupils are taught on weekends at school		
12	Pupils have access to water for cleaning their hands after toilets		
13	Boys and girls share the same toilets		
14	The school has enough toilets for both boys and girls		
15	Pupils are taught at school during the holidays		
16	Sick pupils are catered for at school		
17	Participate in voting for class monitor		
18	Your parents/ guardians are called to attend meetings at your school		

End.

Thank you.

APPENDIX IV
KYAMBOGO UNIVERSITY

Interview guide for proprietors of private primary schools.

Dear respondents,

I am a finalist student of Masters of education in Policy, Planning and Management. I am conducting a study entitled "The implementation of education policies by private primary school proprietors in Kira town council, Kyadondo County in Wakiso district". You have been chosen to participate in this study. Please help us answer the questions as honestly as possible. The information you give will be treated confidentially and used solely for the purpose of the study.

1. What is your occupation?
2. What is your highest level of education?
3. When was this school established?
4. How many proprietors are you in the school?
5. How many teachers do you have?
6. Is your school registered with Ministry of Education and Sports?
7. Are you aware of the existence of Ministry of Education Policy on private primary schools?
8. What education policy requirements for operating a private school are you aware of?
9. Does your school fulfill all such education policy requirements?
10. If No why?
11. Do you think such policy guidelines are hard to fulfill?
12. What is your perception about educational policy?

13. Whom do you think is responsible for education policy implementation?
14. As a proprietor what challenges do you face in trying to fulfill all the requirements for operating this school?
15. In general, what factors affect effective implementation of education policies in private primary schools?
16. What strategies do you think can be put in place for effective implementation of education policy on private schools?
17. Any other comment?

End. Thank you.



APPENDIX V

KYAMBOGO UNIVERSITY

Interview guide for Area education officers and inspector of schools.

Dear respondents,

I am a finalist student of Masters of education in Policy, Planning and Management. I am conducting a study entitled "The implementation of education policies by private primary school proprietors in Kira town council, Kyadondo County in Wakiso district". You have been chosen to participate in this study. Please help us answer the questions as honestly as possible. The information you give will be treated confidentially and used solely for the purpose of the study.

1. What is your occupation?
2. What is your highest level of education?
3. How many private schools are in your area of jurisdiction?
4. Are these schools registered with your office?
5. Are these schools registered with Ministry of Education and Sports?
6. How often do you visit them?
7. What education policy requirements should proprietors fulfill to start schools?
8. Do these private schools in your area fulfill all such education policy requirements?
9. If No why?
10. How do schools start to operate if they do not fulfill the requirements?
11. Is supervision and inspection of schools sufficient?
12. If not why?
13. Whom do you think is responsible for education policy implementation?

14. As an education officer do you face challenges in trying to supervise policy implementation in these schools?
15. If yes, what challenges?
16. In general, what factors affect effective implementation of education policies in private primary schools?
17. What strategies do you think can be put in place for effective implementation of education policy on private schools?
18. Any other comment?

End. Thank you.

APPENDIX VI
KYAMBOGO UNIVERSITY

Interview guide for community members

Dear respondents,

I am a finalist student of Masters of education in Policy, Planning and Management. I am conducting a study entitled "The implementation of education policies by private primary school proprietors in Kira town council, Kyadondo County in Wakiso district". You have been chosen to participate in this study. Please help us answer the questions as honestly as possible. The information you give will be treated confidentially and used solely for the purpose of the study.

1. What is your occupation?
2. What is your highest level of education?
3. When was this school established?
4. Who are the proprietors of the school?
5. Does the school many pupils?
6. Generally how does the school perform?
7. It a good school?
8. If No why?
9. Are you aware of the existence of Ministry of Education Policy on private primary schools?
10. What education policy requirements for running a private school are you aware of?
11. Does the school fulfill such education policy requirements?
12. If No why do you think
13. Whom do you think is responsible for education policy implementation?
14. Do you think this school has been important to you?
15. If yes how?

16. What is the contribution of this school to you the community members?
17. In general what factors do you think affect effective implementation of education policies in private primary schools?
18. What strategies do you think can be put in place for effective implementation of education policy on private schools?
19. Any other comment?

End. Thank you.