FACTORS AFFECTING THE IMPLEMENTATION OF UNIVERSAL SECONDARY EDUCATION POLICY IN GULU DISTRICT SCHOOLS

BY

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DECLARATION

I, **Aparo Lucy Adyang**, do declare that this report is my own original work and has never been submitted to any university for any award.
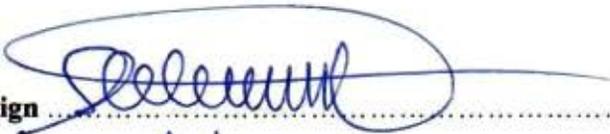
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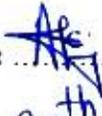
Date: 29th 11: 2018

APPROVAL

This research report is being submitted for examination with our approval as the University supervisors

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DEDICATION

I dedicate this work to My Mother and family for their moral, spiritual and financial support.

ACKNOWLEDGEMENT

I wish to record my gratitude to several people who have assisted in the preparation of this research report.

Sincere thanks to my devoted supervisors Dr. Peter Okello and Dr. Philip Owino who have extended a great helping hand in giving guidance, suggestions and constructive comments.

Am also grateful to my husband Mr. Obwoya Patrick for his un-measurable support, may God reward you abundantly.

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LIST OF ABBREVIATIONS

BOG:	Board of Governor
CAO:	Chief Administrative Officer
CPD:	Continuing Professional Development
DEO:	District Education Officer
EFA:	Education for All
ESC:	Education Service Commission
GDP:	Gross Domestic Product
IOS:	Inspectors of Schools
MDG:	Millennium Development Goal
MoES:	Ministry of Education& Sports
NGO:	Non-Governmental Organization
PTA:	Parent Teachers' Association
UK:	United Kingdom
UNEB:	Uganda National Examination Board
UNESCO	United Nations the Educational, Scientific and Cultural Organizations
UNICEF	United Nations Children's Fund
USA:	United States of America
USE	Universal Secondary Education policy

ABSTRACT

This study was carried out in secondary schools in Gulu district in northern Uganda in Government secondary schools. The purpose of the study was to establish the factors affecting the implementation of USE in Gulu District. The main objectives of the study were to examine; how teaching and learning are affected under Universal Secondary Education policy; how school funding is affected by Universal Secondary Education policy and how the participation of the community affects the implementation of Universal Secondary Education policy. A cross sectional research design was used in which a representative samples of 300 participants across the population of head teachers, teachers, BOG, students, DEO, inspectors of school were involved and quantitative data was analyzed by use of frequency distribution and percentages. While qualitative data was categorized in accordance with themes. The study established that the teaching and learning under USE has not been effective because teachers do not keep time for their lessons, teachers do not give tests and examinations as scheduled, teachers do not release, teachers teach many classes with a huge number of students in class. The study also found out that the school funding under USE has not been good because the grant is not sent in time, it is not enough, there is improper management of the grant by the school administrators and teachers do not receive salaries and allowances on time. However, the study also established that there is a high level of community participation under the USE policy because the community participates in school activities. It is therefore recommended that the community at large should support construction of more school by providing land and labour to reduce high enrollment rates in the existing schools in the Gulu District. Consequently, government should employ enough teachers so as to cater for the rising number of secondary school students in the District.

1.0 Introduction

Universal Secondary Education policy (USE) policy was adopted by Ugandan Government from the MDG No. 2 which emphasized Education For All (EFA) to combat ignorance, poverty and disease. Uganda being one of signatories committed itself to the implementation of the USE policy in 2007. This chapter is about the factors affecting the implementation of USE policy under Uganda Chapter and specifically targets Gulu District. Gulu District had a unique challenge of insecurity which affected the operations of Government including USE policy.

1.1 Background of the Problem

This chapter provides the background to Universal Secondary School Education Policy implementation in Uganda's education system. This study took place in Universal Secondary schools in Gulu district. It focused on effectiveness of teaching and learning, school funding, and community participation.

1.1.1 Historical perspective

The beginning of the 21st Century has been marked by widespread attention focused on increasing access to education in third world countries. As we drew near to the 2015 deadline for achieving Education for all worldwide, the level of interest and national investments in education has further intensified (UNESCO, 2011). Statistics from the UNESCO Institute for Statistics report that annual government spending on education in Uganda typically range from 8 to 16 percent of total government spending (UNESCO, 2012). While the educational levels (be it early childhood education, primary, secondary or tertiary levels) into which these investments are made may differ for each country (having possibly already attained USE), for

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member states of the OECS such as Grenada, one of the key areas of focus has been secondary education, and the provision of access to quality secondary education for every child.

Education has been considered a human right and a public good in global public policy at least since 1945. This conceptualization has been produced and advanced by international organizations particularly by UN Agencies for example The United Nations Educational, Scientific and Cultural Organization (UNESCO). In Uganda a strategy to implement a nationwide universal education started in primary in 1997 whereby by the first plot completed their Primary Leaving Examinations in 2006. This made the government of Uganda to introduce the Universal Secondary Education policy in 2007 to cater for the pupils who completed their Primary Leaving Examinations.

While the program was still in its infancy, teachers, students, ministry officials, and parents are embroiled in debates concerning the purpose of USE and its effects on educational access and quality at the secondary level. Even as USE is being promoted as a tool for educational empowerment and equality (MOES, 2007),gender remains noticeably absent in both national and school-level debates about its effects and effectiveness, especially around issues of teacher equality and the impact of the policy on school structures and personnel. Schools have been seen with big enrolments but with few teachers.

Uganda's Universal Secondary Education policy is aimed at opening access and creating opportunities for poor students to attend secondary schools (MOES, 2007). In 2007, one school in every sub-county was chosen to become a USE school, thus creating a parallel system of Government schools in which one was free and all other government schools remained under a fee based structure. As the official focus of the policy is on extending

educational access for students, comparatively little planning attention was paid to how this policy would impact teachers within USE schools (UNESCO, 2014).

The Universal Secondary Education policy is aimed at enhancing educational access and quality at the secondary level. This study argues that, while the system-wide influence of USE is not yet clear, it is evident that for many USE teachers, the policy is greatly decreasing income and morale while simultaneously increasing workloads. This is due, in large part, to the fact that the MOES ignored three crucial components of the education sector in its planning and implementation of USE: (1) non-formalized Uganda's Universal Secondary Education policy school-based incomes or allowances; (2) teacher moonlighting activities; and (3) the distribution and local payment of administrative duties (Nabuguzi, 1996; Passi, 1996; Dauda, 2004).

It is noted according to Dauda (2004), that USE policy implantation affect teachers especially in their income and their mobility. Additionally, it explored various aspects of moonlighting opportunities for stakeholders, and questioned the ways in which empowerment Policies, educational opportunities, and social norms continue to shape the income-generating possibilities of women and men within the teaching profession.

The provision of Universal Basic Education in the Ugandan is an educational policy which has been driven by governments' belief in a direct relationship between education and economic growth and development. It is believed that education is critical to the development of the 'Ideal Ugandan Person,' whom being given the opportunity to develop to his or her fullest productive potential ultimately contribute to societal growth and national development (Miller, Jules & Leton, 2000). This study investigated Universal Secondary Education policy in Uganda particularly in Gulu district.

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1.1.2 Theoretical Background

The systems theory was used to guide this study. The theory states that organizations are made up of interconnected point that for the good of the whole. Failure of one part of the organization to effectively perform its functions affects the performance of other parts and the organization as a whole. This theory has had a significant effect on management science and understanding of organizations (Koontz and Weihrich, 1988). It has been preferred for this study because it considers a school as a system which receives inputs, converts these inputs into outputs and discharges them into the environment. Such inputs which make up a system include people, finance, infrastructure, information and technology among others. These inputs pass through a process where they are planned, organized, motivated and controlled to meet the desired standards of which if stakeholders effectively participated in would help in planning, motivating, coordinating and controlling these system inputs. Systems theory recognizes the various parts of the organization, and in particular, the interrelations of the parts, such as the participation of central administration with clients and support staff in effective use of resources. They can help in the integration of the other parts of the organization system to effectively and efficiently function. This shows the relevance of the systems theory to this study.

System advocates, according to Danick (2010) have recognized that a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus the inputs (USE policy), the processors and the generators should function well in order to achieve the desired outcome (teaching and learning, school funding and community participation). Danick (2010) argued that all systems must work in harmony in order to achieve the overall goals. According to the input-output model, it is assumed that well-implemented USE policy will perform well if the school culture, foundation bodies and

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politics are all good which may not always be the case and this is the shortcoming of this theory. According to Oso (2015), the interrelationships among parts of a system have to be understood by all parties involved. This theory requires a shared vision so that all people in the school have an idea of what they are trying to achieve from all parties involved, a task that is not easy to achieve.

1.1.3 Conceptual Background

A policy refers to the way of doing something and the process of doing it to achieve a particular purpose. According to Owolabi (2005), policy refers to specific reports or decisions which permit or require an activity to be done with an intention of achieving a particular purpose. According to Thorpe, (2000), a policy is a plan of action or measure developed in response to a perceived need in order to achieve a particular purpose.

Universal Secondary Education policy means education for all in secondary schools. Under this program government caters for school funding, teacher training programs, supervision and recruitment. Community participation in USE has been through provision of student's scholastic materials like; uniforms, books and meals. The contribution of community especially parents, local governments in the implementation of educational programme cannot be underplayed without community support, school systems fail to deliver what they intend to achieve.

Universal Secondary policy in Uganda was aimed at providing education to UPE graduates since 2007 especially to those who cannot afford paying their fees. Government is implementing this in both public and some private schools. The implementation of the policy has been designed to involve schools, parents, students. In this study policy implementation is taken to mean financial planning, control and decision making, Funding, enrollment, teacher training, paying salaries, providing scholastic materials. Whereas financial planning refers to

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a need to ensure that enough funding is available at the right time to meet the needs of the school, such as buying equipment, paying employees and buying stationery and other learning materials required in the school. Financial control involves helping the school ensure that it is meeting its objectives by addressing the issues of security and efficient use of assets and that the Head teacher acts in the best interest of stakeholders in accordance with school financial rules. Financial decision making relates to whether to increase salaries or not, whether to increase school fees or not, taking credit from suppliers or get an·overdraft facility from a bank to finance short term deficits.

1.1.4 Contextual Background

Universal Secondary Education policy in Uganda was aimed at providing access and quality education to Ugandans. Uganda government introduced free Universal Secondary Education policy (USE) in 2007. Government began to offer free secondary education to all students who passed the primary leaving examination in 2006. Selection of USE policy secondary schools has been done by Uganda government. Although most of the selected schools are public schools, there are some private secondary schools also enlisted to this policy. According to the Ministry of Education and Sports in Uganda, parents are free to send their students to any secondary school.

Also parents may send their children to other secondary schools that do not take part in USE policy if they can afford to pay the fees. Although students are free of paying tuition fees in USE schools, they still have to pay boarding fees, scholastic materials, medical care and so on. Since this USE policy is relatively new policy, not many surveys or researches have been done evaluating the impact of the policy. According to Ministry of Education and Sports in Uganda, there are more than half a million secondary school children who are studying under the USE policy in some 1471 schools. This is a vast improvement in terms of access to

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secondary schools. However, the quality of education provided to Ugandan students is still questionable though government tries to offer new subsidies to cover the education related costs (Chapman et al, 2009).

Under the secondary scheme, students who get specific grades in each of the four primary school-leaving exams study free in public schools and participating private schools. The government pays the schools an annual grant of up to UShs 141,000 ($52) per student, spread over three school terms. Parents, though, have to provide the students' uniform, stationery and meals. Academic performance standards are deteriorating; nearly 95% of O-level candidates achieved at least the minimum pass rate to qualify for a national certificate. Last year, with a 54% increase in candidates, 80% qualified for the certificate Wanyama (2006). In Gulu district, the performance of USE schools is not any far different from the rest in the country; USE schools in Gulu district are faced with high dropout rates, teacher absenteeism and poor academic performance (District education report, 2017).

1.2 Problem Statement

The provision of Universal Secondary Education policy in Uganda is an educational policy which has been driven by governments' belief in a direct relationship between education and economic growth and development. Education is critical to the development of the 'Ideal Ugandan Person,' whom being given the opportunity to develop to his or her fullest productive potential will ultimately contribute to societal growth and national development (Miller, Jules &Lepton, 2000).

The Universal Secondary Education policy in Uganda is faced with a lot of challenges which has seen the quality of education still in doubt as to whether it's relevant to the needs of society. The curriculum remains a debate in public opinion and the school dropout is high, examination leakages, high teacher turnover, and poor performance especially in.USE

schools reflected by the poor grades obtained in final exams especially (UNICEF, 2014; MOES, 2012; UNEB report, 2009-2014). Such a situation leaves USE policy implementation questionable. On this note, the researcher investigated Universal Secondary Education policy interms of its effects on teaching and learning, funding and community participation in Gulu district.

1.3 Purpose

The study established the factors affecting the implementation of teaching and learning, funding and community participation under Universal Secondary Education policy in Gulu district schools.

1.4 Specific Objectives

1. To examine the effect of teaching and learning under Universal Secondary Education policy in Gulu district.
2. To examine the effect of funding under Universal Secondary Education policy in Gulu district.
3. To examine the effect of community participation under Universal Secondary Education policy in Gulu district.

1.5 Research Questions

1. Was there a significant effect on teaching and learning under Universal Secondary Education policy in Gulu district?
2. Was there a significant effect on funding under Universal Secondary Education policy in Gulu district?
3. Was the community level of participation under Universal Secondary Education policy significant in Gulu district?

1.6 The Significances of the Study

It is hoped that the successful completion of this study would be useful to a number of stakeholders; like school administrators, teachers, parents, other Education Agencies and government officials especially in the Ministry of Education and Sports in the following ways:-

1. First, the study revealed that school administrators could improve or enhance on the strategic implementation of USE policy in secondary schools.

2. Furthermore this study generated information which might be valuable to school managers who directly supervise the implementation of the policy.

3. Policy makers would be given chance to identify the required strategies for successful USE implementation.

4. The knowledge gained would help other researchers who might continue with further studies on USE policy.

1.7 Scope of the Study

This includes Geographical, content and time scope.

1.7. 1 Geographical Scope

This study was carried out in secondary schools in Gulu district in northern Uganda in Government secondary schools. Gulu is surrounded by Kitgum district in the northeast, Pader in the east, Amuru in the west and Omoro in the south. Government aided secondary schools in the district was specifically chosen because there are most accessible, affordable and reliable schools in the district to most parents and students and if the current trends continue then the education system in the whole district may be jeopardized.

1.7.2 Content Scope

The study focused on establishing the factors affecting the implementation of teaching and learning, funding and community participation under Universal Secondary Education policy in Gulu district schools. These parameters were chosen because they were used as reflective indices to USE policy implementation in schools.

1.7.3 Time Scope

The study considered a period from 2010 to 2017. This time frame was considered because it's when poor USE performance had been experienced (UNEB, 2016). This enabled the researcher to establish the magnitude of the challenge in Gulu district in particular.

1.8 Conceptual Framework

Figure 1. Showing the conceptual framework for this study

USE POLICY (IV)   **IMPLEMENTATION OF USE (DV)**

- ❖ Teaching and learning
- ❖ Funding
- ❖ Community participation

- ❖ Enrolment
- ❖ Grades
- ❖ Literacy
- ❖ Completion

Extraneous Variables

- ➢ School culture
- ➢ Foundation bodies
- ➢ Politics
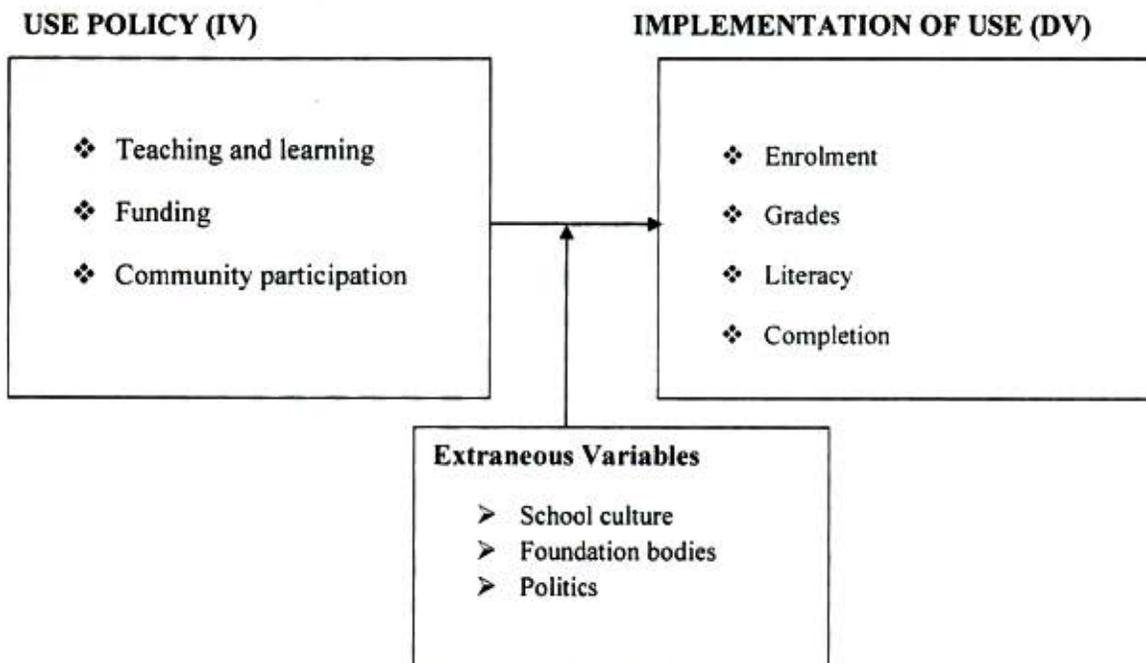
Source: Koontz and Weihrich (1988).

The conceptual framework in this study sought to bring out the relationship between USE policy implementation in Universal secondary schools in Gulu district. The Independent

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Variables Universal Secondary Education policy affects the implementation through teaching and learning, school funding and community participation. If USE policy is effective then it's implementation is likely to result into better teaching and learning practice, good school funding practice and increased community participation and if the USE policy is not inefficiency, then it's implementation is likely to be poor.

The researcher also identified some extraneous variables, which may affect USE policy implementation. These included; school culture, foundation body and politics. These variables are part of the input and process explained in the Ludwig's Input-Output model. They play a role in bringing output, which is USE policy implementation. If these variables are not controlled, they may interfere with the results of the study. The researcher will control the effect of the extraneous variables by randomly selecting students because randomization according to Amin (2005) is one of the ways to attempt to control many extraneous variables at the same time.

1.9. Operational definition of terms

Policy. A policy refers to the way of doing something and the process of doing it to achieve a particular purpose.

Universal Secondary Education policy means education for all in secondary schools. Under this program government caters for school funding, teacher training programs, supervision and recruitment.

Teaching and learning is a process that includes learners working toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

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School funding is a blend of federal, state, and local dollars. Local funding largely comes from property taxes. Federal money to target low-income students or other distinct groups.

Community participation is the involvement of a community in projects to solve their own problems.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents review of literature on the topic under study. The review is presented based on the three objectives of the study.

2.1 Universal Secondary Education policy (USE)Policy

In 2007, Uganda became the first country in sub-Saharan Africa to introduce Universal Secondary Education policy (UN report, 2008). USE policy was introduced 10years after universal primary education; it represented a bold step by President Yoweri Museveni's government. At the time, a UN report said Africa had the worst secondary school enrolment rates in the world. Only 34% of secondary school-age children were enrolled in class. Girls and poorer young people comprised the bulk of those locked out of school by financial and cultural constraints. This policy is aimed at providing access to education to the population (MOES, 2007).

2.1.1 Factors affecting USE in Uganda

Under the secondary scheme, students who get specific grades in each of the four primary school-leaving exams study free in public schools and participating private schools. The government pays the schools a grant of up to UShs 41,000 per O' level student per term and Ushs. 63,000 per A' level student per term. Parents, though, have to provide the students' uniform, stationery and meals. However ever since the introduction of USE in Uganda, the program has been affected by a lot of challenges which is affecting the quality of learning. These include, high dropout rates, low teacher motivation, inadequate funding, examination leakages, teacher student ratio is very high amongst others (MOES, 2012).

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2.2 Teaching and Learning under Universal Secondary Education policy

According to Dr Yusuf Nsubuga (2010), director of basic and secondary education at the Ministry of Education and Sports, before the secondary scheme barely 50% of primary school-leavers went on to secondary education annually. Within a year when the USE policy introduced, that figure rose to 69%. Similarly, the number of O-level candidates in the country rose from 172,000 in 2006 to almost 265,000 last year, an increase of 54%.

Nsubuga (2008) says the government has increased funding for secondary schooling, which has meant more teachers being recruited, more classrooms and laboratory being built, and more textbooks. The government policy is to build at least one public secondary school in each sub-county. However, this study tried to find out the level of funding in Gulu secondary schools.

There is a gender dynamic, too. A recent study found that the secondary school scheme had particularly increased public school enrolment for girls from poorer households. The proportion of girls in the sample area attending public schools increased from 10.6% in 2005 to nearly 15% in 2009. At the same time, the scheme appears to have increased the migration of students from village schools to better-performing urban ones, which has resulted in some rural schools barely being able to find enough students (Lisa, 2015).

However, the scheme (secondary universal education) faces the same difficulties as primary and tertiary education: there may be increased access, but education standards have not improved, something acknowledged in a 2010 Overseas Development Institute report. There is need to find out whether the education is being accessed by marjority in Gulu district

According to UNESCO (2011) , the global participation in upper secondary education is on the increase. In 2009, enrolment at this level of education represented 56% of the relevant age group compared to 45% in 1999. Europe is the exception, with enrolment rates exceeding 100%, due to young people enrolling in multiple programmes. In the Americas, 70% of young adults are enrolled in upper secondary courses, followed by East Asia with 48% and West Asia with 40%. The enrolment ratio is lowest in Africa, with only 29% of young adults in upper secondary.

The Universal Secondary Education policy was adopted in Uganda to increase enrolment and according to the Ministry of Education (2007, 2012), the overall sector objectives are to ensure equitable access, attendance, retention, attainment and achievement in education. The Free Secondary Education policy aims at making secondary school education completely free and preferably compulsory as part of the basic education as in the case of other countries such as Japan and UK (Arnot, 2010). The above was found out some years back, what could be happening today? Hence there was need for this study.

Lisa, (2015), as a result this policy has had an impact on education in the country through students' retention in USE schools. Another indicator for looking at the success of the USE program is the completion rate, which the Ugandan Ministry of Education defines as the "total number of pupils/students who registered for end of cycle exams (primary, secondary or tertiary) regardless of age, expressed as a percentage of the population at the official primary/secondary graduation age".The completion rate for all secondary schools, USE as well as non-USE, grew from 16% in 2000 to 40% in 2013. As this growth was continuous in the period before as well as after the implementation of USE, there is therefore no clear indication that the USE policy influenced the completion rate in secondary schools. What could be happening in Gulu secondary schools?

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According to UNICEF (2014) the policy has experienced budgetary reductionsit's not yet clear whether this is the case in secondary schools in Gulu district. As mentioned before, under USE, the Government of Uganda is paying tuition fees for a prescribed number of both public and private schools. Moreover, under the Education Act of 2008, the Government is responsible for providing learning and instructional materials, structural development, and recruiting and deploying teacher and non-teaching staff in government schools.

Seniwoliba (2013), generally the key-actors question the government's budgetary commitment to its education policy. As a representative from the teachers union have always argued: Government public expenditure has not been focusing on recruiting teachers, because education is not given the priority it should receive and because of political capital. It is easier to pay for the votes, put money where they can get votes, for example in campaigning for elections. A deputy head teacher summarized this in the following way: The USE project is underfunded, funding is inadequate staffing is inadequate, infrastructure is inadequate, there are too many USE schools so there is not enough budgets per school. These statements are also reflected in Uganda's budget: although the total education expenditure slightly increased, there has been a decrease in the percentage of GDP allocated to education from 4.2% in 2003/4 to 3.3% in 2010/11. In comparison with the average of 3.9% for other low income countries, a percentage of 3.3% is below average. In other words, the government's expenditure on education as a percentage of GDP is declining and even dropping below the low income countries' average. In these circumstances, stakeholders at both government and school level are struggling to keep up with the increased workload that came with USE and often fail to provide quality service delivery in secondary education.

Seniwoliba (2013), points out that there are no enough inspectors, so the school-inspector ratio is quite high. This has led to inadequate support supervision to teachers, inadequate

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coverage; [as a result] some schools are only visited once a year. There is limited support to schools that require a lot of attention. The workload has increased and as a result the few staff has to do more, you expect to be paid more, but this is not yet there, because of the cash limit of the government. Also infrastructure and facilities are a big challenge. Schools require more teachers but because of inadequate funds this is not done. So if you have no money, what to do?

In other words, the education sector is not provided with the budget or staffing necessary to accommodate the large increase in enrolment in USE schools. As a result, civil servants, similarly to USE teachers, are overstretched without being adequately compensated or supported. For USE schools this means there are not enough funds for adequate staffing, infrastructure and instructional materials. What could be happening in Gulu secondary schools?

A major problem with the USE policy are large and congested classes; something which was repeated several times throughout the interviews. As a deputy head teacher summarized: "In this school performance has worsened. The reasons for this are the numbers: it is not easy for teachers to capture the attention of more than 80 students per class Nsubuga (2010).

In response to these challenges, some of the over-subscribed schools are applying a double shift system, where students are taught in two shifts, morning and afternoon. Naturally, this increases the work pressure on the teachers. As the head teacher of a school in Kampala explains: "Teachers have got to work the whole day, they must work from eight in the morning until six in the evening." Moreover, although the workload for teachers has increased strongly since the introduction of USE, their salary has paradoxically been reduced, since they are no longer able to receive salary top-ups by the parents. This lack of additional financial benefits for USE teachers has led to motivation problems:

The difference between USE and non-USE teachers is motivation. In USE, there is no additional contribution by the parents. And as a result, they are not paid additional services such as accommodation, lunch, and transport allowance. "Teachers are not motivated. When students were paying, teachers received some extra money for transport and housing allowances. In government schools teachers are paid by government. ₁PTA meeting was organized to ask parents to increase their contribution for teachers' salaries, but government policy actually doesn't allow it. The government doesn't like it because they don't want anyone to pay for education. However, as long as parents agree, it is okay. If the parents do not agree, the school is not allowed to ask for these fees."

Education is politicized, the parents have to provide lunch, uniforms and books but when politicians campaign or come to the schools they tell parents not to pay, they tell them they can just send their children to school. Politicians even say if anyone or any school asks for money, this should be reported to them."

One of the main challenges of the school concerning USE is reduced parental participation. They think everything is for free. Parents are not sensitized. USE is seen as a government offer, [the parents] don't care about their children's schooling, and they're waiting for government to take action. In other words, many parents expect the government to provide everything for their children's education. Could this be happening in USE in Gulu district?

Simon (2013) brought out a mixed picture in this context. On the one-hand, his findings indicates that USE has positively influenced access and dropout rates, and more particularly by abolishing school fees which helps those who cannot have the ability to pay school fees. It helps the parents see a future for their children. "Since USE, there is a decreased dropout because it is free education. Before, the paying of school fees was the main reason [for dropouts]. There was also less monitoring. Reasons now are early pregnancies and activities

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like Boda-boda, sand mining, forest activity. In A-level there is no government support so the children run away and go finishing because they cannot pay school fees. Problem for dropout from S2 to S3 is early pregnancies. However government funding does not cover fees for accommodation, lunch, uniforms, medical care and scholastic materials Fullan, (2002)

Because of inadequate infrastructure – schools, classrooms, laboratories, and libraries – the government has partnered with about 640 private schools. But the system is fraught with problems: inadequate teaching space and materials, a shortage of teachers, and inadequate and late disbursement of government funds.

"Academic performance standards are deteriorating, and the education being universal, students are just pushed through," Wanyama (2010).In Uganda, Sperandio & Kagoda (2010) point out that 'secondary school teaching has long been a devalued profession, often taken up as a "last option" by graduates who fail to find positions in Uganda's limited and highly competitive job market'

2.3 Schools' funding under USE policy

The systems model by Morgan (1986) hinges on the relationship between resource inputs and outputs in USE schools. An open systems input-output model as applied to educational organizations indicate how self-management of finance and resources might improve school effectiveness; it further explains the necessary links between resource allocation within the organization and the desired effects on educational output.

Inputs are the immediate effects of the organization on its students whilst outputs are the long term effects both on the individuals who belong to the organization and the consequences of these effects on the society in general. The discrepancy between the inputs and outputs according to the framework is a result of the availability of resources (inputs) and the process.

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The model also focuses on how the relationships between resource inputs and outputs are meditated by internal processes. Certain key elements, such as the methodology of organization's productive processes and the culture of its human relation are singled out for the study. These elements have important and intermediate effects on the process which relates inputs to outputs and which connects the organization with its elements

Orimoloye (1989) found out that provision of capital projects such as staff common room, teachers' and pupil's furniture had significant relationship with pupil's academic performance. Similarly, Oyedeji (2000), in their study on factors that affect pupils academic performance contented that physical facilities impact significantly on the quality of pupils instructions and there by affecting their academic performance in school. Adesina (1980) further stressed that in variation, student's academic performance can be related to the availability or otherwise of physical facilities such as furniture and other related materials which are capital projects in nature. What is happening in Gulu secondary schools?

In the same way, educational resources are inputs in terms of human, financial, physical and time which are processed through the educational system to produce outputs. Quality education is no doubt a function of the availability and utilization of the input resources. The nature, resources, availability human and non-human resources, may determine the efficiency of the school system (Nwankwo, 1979). According to Abdulkareem (2003), teachers in required quantity and quality, as well as materials for teachers and pupils in adequate number, must be available for use to ensure school success. Okunamiri (2003) found out that whereas facilities were adequately provided in selected schools in Imo State, facilities were not effectively utilized and this led to poor performance in schools consequently affecting performance of learners.

Glewwe, Kremer, Moulin and Sylvie (2008) noted that providing text books to students who lack them seems an obvious way to improve educational performance and that text book provision is almost universally accepted as an effective educational policy, even by those who doubt the effectiveness of increased school spending. On the contrary empirical results showed that providing text books to rural schools in Uganda did not increase test scores of pupils, although it did increase the scores of those with high initial achievement. The latter findings suggested that the official text books were ill-suited for the typical students and reflect more fundamental problems with centralized educational systems, heterogeneous student's populations and entrenched elite power.

But not all girls have that chance so they end up dropping out, deterred by inadequate facilities, particularly the lack of privacy when boys and girls share latrines.

Fagil Mandy, former chairman of Uganda's National Examinations Board, feels that the critical role schools can play is insufficiently acknowledged and evaluated. "The school as an institution has not been focused on by any major authority. It is a life-nurturing place, and should be overseen and monitored all the time," Mandy says.

Government statistics show that for every 71 pupils there is one latrine. NGOs and bodies including the World Bank have funded the construction of classrooms and toilets for some schools, but much more help is needed to provide adequate facilities for the huge numbers of pupils involved.

The object of any organization is not only to recruit personnel but also to maintain, develop and retain such manpower. Organizations ought to put in place effective manpower retention mechanisms to regain their staff. Organizations should therefore have a sound policy on staff motivation and development as well as putting in place mechanisms that will continuously

make the organization attractive. Employees must be well motivated that is must feel materially comfortable such that they can render wholesome service to their employer hence an attractive remuneration package is indispensable. Remuneration refers to the pay rewards given to individuals for the work done. Evidence suggests that compensation affects teacher retention in general. Several studies have concluded that higher teacher pay increases the likelihood that a person will continue to teach. Hansel (2004), emphasized that attractive packages, which are consistent and promptly remitted, tend to attract and retain staff. Remuneration comprises both financial rewards (fixed and variable pay) and employee benefits. The reward system further incorporates non-financial rewards, recognition, praise, achievement responsibility and person growth.

Armstrong (1996) defines total remuneration as the value of all cash payments (total earnings) and benefits received by employees. Employee benefits also known as indirect pay includes persons. Sick pay, insurance cover and company cars. Remuneration is one of the more difficult aspects of human resources to get right and the degree to which employees use pay as the focus of complaint, dissatisfaction and conflict bears testimony to its importance in creating a successful business, observes financial times (1999).

According to Armstrong (1996), organizations like schools should have a retention plan based on an analysis of why people leave. The retention plan should address each of the areas in which lack of commitment and dissatisfaction can arise these would include pay, jobs performance, training, career development, commitment, conflict with managers or head teachers, lacking group cohesion, recruitment, selection promotion and over marketing.

The Harvard business review (2000) emphasizes that teachers must come to see pay for what it is; just one element in a set of management practices that can either build or reduce

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commitment, teamwork and performance. Hence, pay practices should be congruent with other management practices and reinforce rather than oppose their effects.

Teachers should be made to see pay in the same way on the whole. When there is poor remuneration, poor conditions of working environment and poor general school management the staff morale is low and retention is impossible when opportunities that are more attractive become available, they quit. However, in Gulu district, no study has been concluded to show the relationship between school funding and USE implementation thus the study will be to adopt the various measures of compensation mentioned in the literature and will try to establish how they relate to school funding in public secondary schools in Gulu district.

On the other hand, Chukwudi (2013) discovered that individual differences in academic performance are linked to differences in intelligence and personality. He explained that students with higher mental abilities demonstrated by IQ test (quick learners) and those higher in consciousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. It was also noted that there are factors that influence student's academic performance at any level of education. Such factors include those emanating from school environment, curriculum planning and implementation, peer groups influence, home environment for instance parents, socialization patterns in homes, location of the home, modern equipment's and reading materials at home that aid student's research among others. Griffin (1996) shared an opinion that parental participation is of great importance in determining the pupil's academic performance. Indongole (1987) indicated that the social economic background of the candidate tends to influence performance for example, well-educated parents tend to provide their children with educationally stimulating environment by encouraging them to study and have access to relevant books and related literature.

School Management Committees on a similar notion have been instrumental in determining student's academic achievement in schools. The practice of School-Based Management (SBM) dates back to 1909 in the United States of America and regarded as the Teacher Council Movement (TCM), which featured teacher-dominated councils that made policy recommendations for the administration of individual schools. By 1930 the school councils were restructured to become the Democratic Administration Movement (DAM) which represents a range of perspectives and interests (teachers, students, parents and communities) in democratic governance of the schools. In the mid-1960s SBM became the Community Control Movement (CCM) which allowed a wide range of constituents, including leaders of community groups and minority parents in school policy decisions. The SBM policy became a more popular education reform initiative in 1980s (Adeolu & Olusola, 2013).

2.4 Community participation under USE policy

Community participation in school management has great potentials for removing mistrust and distance between people and schools by nurturing transparency of information and a culture of mutual respect and by jointly pursuing improvement of school by sharing vision, process, and results. Individual and organizational behavioral changes are critical to increase the level of participation. In countries where the administrative structures are weak, the bottom-up approach to expanding educational opportunity and quality learning may be the only option (Avenstrup, Liang, & Nellemann, 2004). There is need to establish the level of community participation in USE

The context of community also influences its function. Community may promote social cohesion in school through various forms of collaboration within itself, but can exclude or be competitive with others over available resources. Such resources include public or private financial resource allocation to schools, assistance by donors, and access to natural resources

such as water. Thus, using the term "community participation in school management" requires caution in what we mean by community and careful consideration of the social context.

The impact of community participation in school management is mixed at best in the past literatures. Empirical evidence, mostly from Latin American countries, has highlighted some impacts of community participation on the increased attendance of pupils and teachers and of pupils' learning achievements (Bruns et al., 2011). However this research was carried out in america, could this be happening in uganda?

Taniguchi and Hirakawa (2016) recently suggested some indirect positive relationship between community participation and learning achievements of pupils through improved school management in rural Malawi. In Senegal, a recent study that used a randomized control trial method reports that the impact of school grants was seen on French, mathematics, and oral reading test scores of Grade 3 students, especially on girls with high ability levels at baseline (Carneiro et al., 2015). Reviewing a wide range of the past empirical literatures, Bruns et al. (2011) note that a combination of school autonomy, students' learning assessment, and accountability to parents and other stakeholders brought better learning performance by students.

In contrast, Hanushek et al. (2013) analyzed a panel dataset from international PISA[1] tests between 2000 and 2009 and found that school autonomy affects student achievement negatively in developing and low-performing countries, while its effect is positive in developed and high-performing countries. A number of other studies, based mostly on qualitative case studies, have posited the challenges of community participation in school management in terms of social structure, the social and cultural aspects of individual and organizational behaviors, and political intervention in community participation.

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The critical role of community was further explored by the World Bank (2003), which provides an analytical framework of its accountability mechanism for the improvement of service delivery. There are long and short routes of accountability for schools to account for their service to the beneficiaries. The long route of accountability is for the citizens to elect the political leaders who then formulate education policies to respond to the will of the voters and to direct and supervise schools to deliver the service demanded by the citizens. With a precondition that each institution could maintain autonomy, citizens as the clients of public service utilize votes to enhance the control of central and local governments over service delivery institutions and to oversee these institutions more effectively through the direct exercise of client power.

The community's critical role is to be a friend of the school system and to address the issues and problems of school management from the side of the community. Let us look at educational evaluation as an example. The school-based learning assessments do not include the data on learning performance of those students who tend to be frequently absent from school or on unenrolled school-age children, thus providing a partial overview of learning output in school. Such assessments are often collected and compiled at the central level after administering the assessment in schools without school-based analysis or feedback to draw some practical implications for further pedagogical and managerial strategies at the school level. Educational evaluation tends to be regarded as a professional and policy matter, managed by central government officials and professionals such as university professors and senior teachers, leaving out other stakeholders including parents, community members, and students as sole beneficiaries.

The School for All Project puts more emphasis on the function of school management than the public movement for social change proposed by UWEZO. Nevertheless, they have

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common goals, to improve the quality of education by ensuring information sharing between school and community, to overcome the distrust and distance between them, and by promoting the participation of community members to collaboratively manage local schools. They also share potentials to improve accountability by linking the government, teachers, parents, community, and students to share information, to raise awareness, to dialogue, and to act together. Such bottom-up initiatives to ensure accountability seem to be key to expanding educational opportunities and improving the quality of education, especially in fragile states with weak administrative systems.

Olembo (1985) indicates, for instance, that many community-financed school projects in Kenya were abandoned because of the lack of capacity. Further, many families living in poor areas were unable to afford the non-tuition fees and other contributions at the primary school level, and many rural nongovernmental schools found it difficult to collect fees from the parents (Colclough & Lewin, 1993; UNESCO, 2007). Because of the recognition that the high cost of education hinders many poor children from going to school, the abolition of school tuition has regained popularity in developing countries since the mid-1990s (Avenstrup, Liang, & Nellemann, 2004; UNESCO, 2008). This study will investigate what is happening in USE schools in Gulu district.

In Uganda, a School Management Committee is held with responsibility empowered by law to manage schools on behalf of the government (UPE Handbook, 2004). Specifically within the education department, decentralization has resulted into the creation of School committees for School management purpose (CAI & Smith, 2000; Prinsen & Titeca, 2008). In 1998 SMCs acquired the status of Government representative making them retain authority in School planning and management of resources. Nonetheless the historical establishment of SMCs had twists and turns.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the Design, methods and approaches that were employed while carrying out this study. It presents the research design, area of the study, research population, sample size, sampling procedures, research instrument, validity and reliability of instruments; data gathering procedures, data gathering procedures, data management and analysis, ethical considerations and limitations of the study.

2.3 Research Design

The study employed cross sectional research design where both quantitative and qualitative approaches of data collection were used. This design provides an opportunity to collect data from a large population within a short time (Croswell 2009). Qualitative approach supplemented quantitative approach for triangulation purposes.

3.2 Population and Sampling Techniques

3.2.1 Target/Accessible Population

Those targeted in this research included head teachers, teachers, students, BOG members, inspector of schools and education officer. These were selected because they are the ones that oversee education quality in schools, the school administrators, teachers and students in candidate classes from the selected secondary schools in Gulu district.

3.2.2 Sampling Size

The sample size consisted of 300 which were obtained by the guideline of Krejcie and Morgan (1970). The contribution of each school to the sample size was shown on the table 3.1 below using proportionate allocation.

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Table 3.1: Sample Size

Categories	Population	Sample Size	Sampling Techniques
Head teachers	10	8	Purposive
Teachers	135	100	Simple random Sampling
BOG	10	8	Purposive
Students	341	182	Simple random Sampling
DEO	1	1	Purposive
Inspector of schools	1	1	Purposive
Total	**498**	**300**	

Krejcie and Morgan (1970)

3.2.3 Sampling Techniques

Both purposive and systematic random sampling techniques were used to sample respondents. Purposive sampling technique is preferred for education officers and inspector of schools. This is because of their positions they held therefore they have detailed information regarding USE policy implementation in Gulu district Amin (2005). However, simple random sampling was used to sample head teachers, teachers and students because everybody stood chance to be chosen for the study.

3.3 Data Collection Instruments

The instruments included; Questionnaires, interview guides and observation method were used in this study.

3.3.1 Questionnaires

Since both students and teachers participated in this study as respondents, two sets of questionnaires were formulated. This is to say, semi structured questionnaires were

administered to students and teachers. The instruments had five scales or Likert type scale of rating involving: 1=strongly disagree (meaning disagreeing with no doubt at all); 2=disagree (meaning disagreeing with some doubt); 3= Uncertain (meaning that the situation is moderate); 4= agree (meaning agreeing with some doubt); 5=strongly agree (meaning that agreeing with no doubt at all) and this was done by ticking (marking) one of the choices outlined above (Creswell, 2003).

3.3.2 Interview guides

Interview guides was administered to key informants and these involved school administrators from the secondary schools DEO, HMs, BOG members and DIS of Gulu district. They involved open-ended and semi-structured questions. The aim of this technique was to obtain insights regarding the study variables.

3.4 Research Procedure

Before data gathering a letter was obtained from Kyambogo University as an introductory letter to those who were involved in the research exercise. The researcher then sought permission from the Education Officers who then gave a go ahead to visit and sample respondents from the selected secondary schools in which the research exercise was carried out. A formal list of school administrators, teachers and students from the selected secondary schools was then obtained.

During data gathering, self-administered questionnaires (SAQs) were administered to respondents with the help of research assistants and after filling in, the researcher collected the instruments to prepare data on the variables of the study. The researcher with research assistants constantly visited the sampled respondents ensuring that the questionnaires were filled in within two weeks.

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3.5 Quality Control Measurement

Reliability of research was conducted to weed out bias and vagueness that could have crept in the instrument. The retest reliability was done by subjecting the instruments to 12 groups of students in Kampala which test was repeated after one week. The Cronbach Alpha value of 0.833 was obtained as in appendix VI. The scales were examined using Cronbach's coefficient and the composite reliabilities for the scales meet the minimum recommended cut off of 0.7 (Nunnally, 1998). Therefore the scales had adequate internal consistency yielding the same meaning of the measurement items to the respondents.

For content validity, ten individual experts were used and only the items ranked as relevant and very relevant were retained with the outcome, CVI ranging between 0.813 and 0.875.

3.6 Data Analysis

The data collected was edited, sorted. Quantitative data were coded while qualitative data were arranged under emerging themes. The quantitative data was analyzed by use of frequency distribution and percentages according to respondent's characteristics were used to determine the impact of Universal Secondary Education policy and the implementation. Qualitative data was categorized in accordance with theory and empirical data in order to create a systematic approach to analyzing it.

3.7 Ethical Considerations

Creswell (2003) and Gibbs (2007) stipulated that a critical issue in every research is that the participants should be granted informed consent before they participate in the study. Prior to the research, the researcher clarified the nature of the research and participation in the study was voluntary and based on informed consent. The participants were informed of the right to withdraw from the study at any point, if they desire. Participants were also informed that they

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could choose not to answer any questions if the feel uncomfortable in answering them. Confidentiality was discussed with the participants before they participate in the study.

Respondents were assured of complete confidentiality to the extent that none of their individual cases was reported in a way that can be traced back to the respective respondent, and therefore been given fictional names in this study. Before engaging in a conversation with an interviewee, the researcher always made clear the research purpose, the intention of the interview and the confidentiality involved when one is participating. The researcher followed respondents where they were and interviewed them without interrupting their normal duties. This enabled the researcher to keep the dialogue going and avoid getting off-track. The interviewees were always asked for consent to be recorded and in case they did not feel comfortable with taping the interview the device was not used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The findings from the study were presented and analyzed orderly based on the formulated study objectives. This was made possible with help of computer packages MS word and SPSS where by tables were generated. The chapter begins by presenting the characteristics of respondents and there after discusses findings as per the formulated objectives of the study.

4.1 Response Rate

A sample of 300 respondents was selected using purposive sampling methods. Questionnaires, and interview guides were administered to them for data collection. Among the 300 respondents, all of them returned the questionnaires, giving a response rate of 100%.

4.2 Background information of the respondents

This section presents the information about the people who participated in the study who comprised of the head teachers, teachers, BoG, students, DEO and inspector of schools.

Table 4.1: Gender of respondents:

Response	Frequency	Percentage (%)
Valid Male	116	38.7
Female	184	61.3
Total	**300**	**100.0**

Source: Primary Data

According to table 4.1 above, 61.3% majority of respondents were female while 38.7% were male suggesting a large number of the female respondents. This gives an implication that

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there was balance in selection of respondents as the difference between the two sexes was small. This gives dependable results as gender bias is minimized.

Table 4.2: Class of students

	Response	Frequency	Percentage (%)
Valid	Senior one	6	3.3
	Senior two	30	16.7
	Senior three	18	10.0
	Senior four	80	43.3
	Senior five	18	10.0
	Senior six	30	16.7
	Total	**182**	**100.0**

Source: Primary Data

From the study findings, 43.3% of the students were in senior four, while the minority were senior one. The result of the majority of responses implies that most of the respondents had were in senior four. Therefore, the respondents had the knowledge and experience to take part in this study.

Table 4.3: Highest education level of teachers

	Response	Frequency	Percentage (%)
Valid	Diploma	32	26.7
	Degree	48	40.0
	Postgraduate	19	16.7
	Masters	19	16.7
	Total	**118**	**100.0**

Source: Primary Data

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From findings in Table 4.3 above shows that the greatest percentage of teachers were degree holders with 40%, 26.7% of the respondents had diploma, 16.7% of the teachers had reached Masters level and another 16.7% of the teachers reached post graduate. The result of the majority of responses implies that most of the respondents had attained the basic levels of education required for enlightenment.

Therefore, the respondents had the required knowledge and experience to take part in this study. Information availed by such category of respondents is an informed opinion, hence reliable for drawing conclusions and recommendations with regard to the topic under study.

4.3. The effects of teaching and learning under Universal Secondary Education policy in Gulu district

The researcher sought information from teachers to find out the effects of teaching and learning under Universal Secondary Education policy in Gulu district. Table 4.4 below represents the views:

Table 4.4: Percentage of teachers' views on the effectiveness of teaching and learning under Universal Secondary Education policy

Category	Effective	Not sure	No effective	Total
Teaching and learning	46.9%	2.3%	50.8%	100%

Source: Primary Data (2018)

Table 4.4 indicate that 50.8% of the teachers suggest that teaching and learning under USE has not been effective, only 46.9% of the teachers agreed that it has been effective while 2.3% of the study teachers were not sure. Teachers considered the fact that USE is attributed to high enrolment rates, making class control to be difficult, facilities to support teaching and

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learning are inadequate while some teachers have "I don't care attitude", so long as I am receiving my monthly salary, who cares for teaching large classes? One teacher commented.

The findings indicate that most (64.7%) of the respondents agreed that teachers in schools attend to their lessons regularly compared to 34.7% of those who disagreed and none remained neutral. The majority of the responses imply that teachers in schools attend to their lessons regularly. However, the proportion of the responses of those who disagreed implies that teachers do not attend to their lessons regularly in schools.

When respondents were asked whether teachers keep time for their lessons, the researcher found out that most (58.7%) disagreed with the idea while 41.3% agreed and none of the respondents remained neutral. The high percentage in disagreement indicates that time keeping by teachers to lessons is poor. The response in agreement indicates that some teachers do keep time for their lessons.

Regarding whether teachers give tests and examinations as scheduled, the researcher found that majority of the respondents (69.3%) disagreed compared to the 30.7% who agreed and none remained neutral. The response of the majority implies that teachers do not readily avail tests and examinations as scheduled. However, the 30.7% of the respondents who agreed implies that some teachers give tests and examinations as scheduled in the school.

The findings furthermore indicate that most of the respondents (54%) disagreed that teachers mark the tests on time compared to the 46% of the respondents who agreed and none remained neutral. The finding of the majority indicates that teachers do not mark the tests on time though a few teachers do so implying a need for improvement.

The findings also indicate that most of the respondents (52.7%) disagreed that the teachers release the results timely compared to the 29.3% of the respondents who agreed and the 18%

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who remained neutral. The finding of the majority indicates that teachers do not release their results on time promote though a small number of the respondents 18% were not aware of that action and 29.3% of the respondents indicated some teachers do release results on time.

Regarding whether teachers discuss the outcome of the tests in time, the researcher found that majority of the respondents (51.4%) disagreed compared to the 47.3% who agreed and 1.3% who remained neutral. The response of the majority implies that teachers rarely discuss the outcome of the tests in time. However, the 47.3% of the respondents who agreed and the 1.3% of the respondents who remained neutral implies that most teachers do not discuss the outcome of the tests in time. Thus, it an indication that the teaching and learning process under the USE policy has not been effective, calling for an improvement in the policy.

The findings from table 4.4 indicate that most (68.7%) of the respondents agreed that students learn in group discussion compared to 31.3% of those who disagreed and none remained neutral. The majority of the responses imply that students always learn through group discussions in schools. However, the proportion of the responses of those who disagreed implies that students do not learn through group discussions.

When respondents were asked whether the school provides students with the opportunity to learn in library, the researcher found out that most (82%) disagreed with the idea while 18% agreed and none of the respondents remained neutral. The high percentage in disagreement indicates the rate of students learning in the library is very low. The response in agreement indicates that some students are given opportunity to learn in the library.

Regarding whether teachers teach very many classes, the researcher found that majority of the respondents (66%) agreed compared to the 25.3% who agreed and 8.7% remained neutral. The response of the majority implies that teachers class very many classes. However, the

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25.3% of the respondents who disagreed implies that some teachers do not teacher many classes in these schools.

The findings further collaborates the data when interviewees stated that;

> *"USE helps those who cannot have the ability to pay school fees. It helps the parents see a future for their children. I suggest that it stands there forever, for the younger ones to also get the chance to get secondary education." A board member added to this: Since USE, there is a decreased dropout because it is free education. Before, the paying of school fees was the main reason [for dropouts] and this has kept a huge number of students in school" while the DEO indicated that USE has increased the enrollment rate in schools, this made the number of students in classes to increase and now, the number of students is very big in classes.*

The findings furthermore indicate that most of the respondents (84.7%) agreed that there are very many students in class in schools compared to the 15.3% of the respondents who agreed and none remained neutral. The finding of the majority indicates that there are very many students that have been enrolled in these schools.

A major problem with the USE policy are large and congested classes; something which was repeated several times throughout the interviews. As a deputy head teacher summarized:

> *"In this school performance has worsened. The reasons for this are the numbers: it is not easy for teachers to capture the attention of more than 80 students per class. The average teacher-student ratio is 1:85. One year ago the reason was also lack of space. This is better now. It is common in*

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USE schools to conduct lessons in open space but it is a challenge to keep the attention of the students and it undermines their performance. The admissions should be limited, we cannot keep admitting everyone."

Large classes are often seen as negatively impacting teaching and learning. It is not only harder to control classes, but it is particularly difficult to follow up on students who are academically weaker, because of the nature of the USE policy, teachers are faced with students who are academically weaker and have more challenges to overcome than children enrolling in non-USE schools. Moreover, automatic promotion has decreased pressure on children to attend class since students get promoted to the next level regardless of their attendance or performance in class.

The findings also indicate that most of the respondents (68.7%) disagreed that students are given remedial lessons by teachers compared to the 31.3% of the respondents who agreed and none remained neutral. The finding of the majority indicates that teachers do not give students remedial lessons though a few teachers do so in some schools.

Regarding whether there are different teachers for every subject, the researcher found that majority of the respondents (65.3%) disagreed compared to the 34.7% who agreed and none remained neutral. The response of the majority implies that there are no teachers for every subject in most schools. However, the 34.7% of the respondents who agreed implies that in schools, there is a teacher for every subject.

4.4. School funding under Universal Secondary Education policy in Gulu district.

The researcher sought information from respondents regarding the effects of school funding under Universal Secondary Education policy and implementation in Gulu district. Table 4.5represents the views obtained;

Table 4.5: Percentage of responses on school funding under Universal Secondary Education policy in Gulu district

Category	Adequate	Not sure	Inadequate	Total
School funding	36.7%	13.5%	49.8%	100%

Source: Primary Data (2018)

Table 4.5 indicate that 49.8% of the teachers suggest the school funding under USE has been inadequate, 36.7% of the teachers agreed that it has been adequate while 13.5% of them were not sure. The inadequacy of the USE grant coupled with the improper management of USE grant by the school administrators, delay in sending the grants to schools has led to teachers not receiving salaries and allowances on time, inadequate scheme books, inadequate stationary, desks and chairs and teacher not being paid for allowances for extra load.

The findings indicate that most (92%) of the respondents agreed that the school receives the USE grant termly compared to 18% of those who disagreed and none remained neutral. The majority of the responses imply that most schools receive their USE grant termly. However, the proportion of the responses of those who disagreed implies that some schools do not receive their USE grant in some terms.

The findings further collaborates the data when one of the board members stated that:

> "*a major challenge is late remittances as a result of which we have to*
>
> *engage, contract a supplier, enter in agreement that if government grants*

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are late these suppliers supply instructional materials before payment is

done. A big disadvantage of this is that items become more expensive. "

When respondents were asked whether the USE grant is sent in time, the researcher found out that most (45.4%) disagreed with the idea while 45.3% agreed and none of the respondents remained neutral. The high percentage in disagreement indicates the rate of the USE grant is not sent in time. The response in agreement indicates that in some schools the grant is sent on time.

Regarding whether there is proper accountability of the USE grant, the researcher found that majority of the respondents (43.3%) remained neutral compared to the 31.4% who disagreed and 25.3% of the respondents who agreed. The response of the majority implies that they were not sure of the activity. However, the 31.4% of the respondents who disagreed implies that the USE is mismanaged in some schools because in other schools (25.3%) it is properly accountable.

The findings furthermore indicate that most of the respondents (54%) disagreed that teachers mark the tests on time compared to the 46% of the respondents who agreed and none remained neutral. The finding of the majority indicates that teachers do not mark the tests on time though a few teachers do so implying a need for improvement.

The findings also indicate that most of the respondents (48%) agreed that when the grant is released, it is displayed on the notice board for various stakeholders to see compared to the 31.3% of the respondents who agreed and the 20.7% of the respondents who remained neutral. The finding of the majority indicates that when the grant is released, it is displayed on the notice board for various stakeholders to see though a small number of the respondents 20.7% were not aware of that action.

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Regarding whether the USE grant sent to our school is adequate for it's purposes, the researcher found that majority of the respondents (55.3%) disagreed compared to the 28.3% who agreed and 16% who remained neutral. The response of the majority implies that in most schools, the grant sent does not fully meet it's purpose. However, the 28.7% of the respondents who agreed and the 16% of the respondents who remained neutral implies that grant is sufficient to meet all the requirements needed by the school to run. Thus, it is an indication that the funding of USE policy has not been effective, calling for an improvement in the policy.

The findings further collaborates the data when the DEO stated that:

"USE schools are now having an increase in students with minimal funding from the government"

The findings from table 4.6 indicate that most (50.7%) of the respondents disagreed that there is proper management of USE grant by the school administrators compared to 27.3% of those who agreed and 22% of the respondents remained neutral. The majority of the responses imply that there is no proper management of USE grant by the school administrators. However, the proportion of the responses of those who agreed implies that there is proper management of USE grant by the school administrators.

When respondents were asked whether teachers receive salaries and allowances on time, the researcher found out that most (63.3%) disagreed with the idea while 16% agreed and 20.7% of the respondents remained neutral. The high percentage in disagreement indicates most teachers do not receive their salaries and allowances on time. The response in agreement indicates that some teachers in some schools do receive their salaries and allowances in time.

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Regarding whether the school provides us with adequate scheme books, the researcher found that majority of the respondents (64%) disagreed compared to the 36% who agreed and none remained neutral. The response of the majority implies that the schools do not provide enough scheme books. However, the 25.3% of the respondents who disagreed implies that some schools provide adequate scheme books.

The findings furthermore indicate that most of the respondents (54%) disagreed that there is provision of meals at school compared to the 46% of the respondents who agreed and none of them remained neutral. The finding of the majority indicates that few schools provide meals at school.

The findings also indicate that most of the respondents (80.7%) agreed that the school participates in games and sports compared to the 19.3% of the respondents who agreed and none of the respondents remained neutral. The finding of the majority indicates that most schools participate in games and sports under the USE grant though a small number of the respondents 19.3% disagreed that in their schools little has been done to provide some games and sports.

Regarding whether the school provides adequate stationary, the researcher found that majority of the respondents (54.6%) disagreed compared to the 45.4% who agreed and none remained neutral. The response of the majority implies that in most schools, stationery is not adequate to cater for all the classes. Though a considerable number, 45.4% of the respondents agreed implies that the grant has helped to improve the issue of stationery in schools.

The findings from table 4.5 indicate that most (56.7%) of the respondents disagreed that there is adequate desks and chairs compared to 30.6% of those who agreed. The majority of the responses imply that schools do not have adequate desks and chairs.

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The findings further collaborates the data when one head teacher stated that:

"The teachers and all other facilities necessary are limited for use in the school and also an average number of those targeted indicated that there are some resources which are very limited.

Several students were found to be crowding around one textbook as they struggled to do assignments. This made it hard for them to comprehend the information. This situation was in schools with a ratio of 1 textbook to 4 students and more. They strained to acquire textbooks from those who had the textbooks and sometimes were unable to complete assignments, which were to be handed in for marking the day after.

4.5. Effect of community participation under Universal Secondary Education policy in Gulu district.

The researcher sought information from teachers regarding the effect of community participation under Universal Secondary Education policy in Gulu district. Table 4.6 represents the views;

Table 4.6: The level of community participation and Universal Secondary Education policy

Category	High	Not sure	Low	Total
Community participation	53.3%	13.8%	32.9%	100%

Source: Primary Data (2018)

Table 4.6 indicate that 53.3% of the teachers suggest that the there is a high level of community participation under the USE policy, only 32.9% of the teachers disagreed that it is not all that good while a few 13.8% of the study teachers were not sure. Community participation in school activities under the USE policy was shown by community supervising

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school activities, supporting games and sports, monitoring and evaluating school activities, paying development fees at school, contributing towards salaries and allowances, offering leadership to the school, sending children to study and the school ensuring effective accountability to the community.

The findings from table 4.6 indicate that most (52%) of the respondents agreed that the community supervises school activities compared to 36.7% of those who disagreed and 11.3% of the respondents who remained neutral. The majority of the responses imply that the community supervises school activities. However, the proportion of the responses of those who disagreed implies that some communities do not supervise activities in schools.

When respondents were asked whether the school community supports in games and sports, the researcher found out that most (62.7%) agreed with the idea while 28% disagreed and 9.3% of the respondents remained neutral. The high percentage in agreement indicates the community support schools in games and sports. The response in disagreement indicates that some communities do not support schools in games and sports.

Regarding whether the community monitors and evaluates school activities, the researcher found that majority of the respondents (50.7%) agreed compared to the 35.3% who disagreed and 14% remained neutral. The response of the majority implies that the community monitors and evaluates school activities. However, the 35.3% of the respondents who disagreed implies that the community does not involve in monitoring and evaluating school activities.

The findings furthermore indicate that most of the respondents (42%) agreed that the school ensures effective accountability to the community compared to the 32% of the respondents who disagreed and 26% remained neutral. The finding of the majority indicates that the

school ensures effective accountability to the community however, 32% disagreed implying that some schools do not account to the community.

The findings also indicate that most of the respondents (36.7%) agreed that the community is involved in school budgeting compared to the 32.6% of the respondents who disagreed and the 30.7% who remained neutral. The finding of the majority indicates that the community is involved in school budgeting though a considerable number of the respondents 30.7% were not aware of that action and 32.6% of the respondents indicated some communities are involved in school budgeting.

Regarding whether the community provides/ supplies food to the school, the researcher found that majority of the respondents (58.7%) disagreed compared to the 41.3% who agreed and none remained neutral. The response of the majority implies that the community does not provide/supply food to the school. However, the 41.3% of the respondents who agreed implies that the community provides/ supplies food to the school. Thus, it is an indication that the community participation under the USE policy has not been effective, calling for an improvement in the policy.

The findings from table 4.6 indicate that most (45.3%) of the respondents agreed that the community contributes towards salaries and allowances compared to 38% of those who disagreed and 16.7% remained neutral. The majority of the responses imply that the community contributes towards salaries and allowances. However, the proportion of the responses of those who disagreed implies that some communities do not contribute towards salaries and allowances.

When respondents were asked whether the school provides students with the opportunity to learn in library, the researcher found out that most (82%) disagreed with the idea while 18%

agreed and none of the respondents remained neutral. The high percentage in disagreement indicates the rate of students learning in the library is very low. The response in agreement indicates that some students are given opportunity to learn in the library.

Regarding whether parents pay development fees at school, the researcher found that majority of the respondents (75.3%) agreed compared to the 20.7% who agreed and 4% remained neutral. The response of the majority implies that parents pay development fees at school. However, the 20.7% of the respondents who disagreed implies that some parents do not pay development fees at school.

The findings furthermore indicate that most of the respondents (66%) agreed that the community offers leadership to the school compared to the 25.3% of the respondents who disagreed and 8.7% remained neutral. The finding of the majority indicates that the community offers leadership to the school.

The findings also indicate that most of the respondents (50.7%) disagreed that the community gets involved in school planning compared to the 35.3% of the respondents who disagreed and the 14% who remained neutral. The finding of the majority indicates that the community does not get involved in school planning though a considerable number of the respondents 14% were not aware of that action and 32.6% of the respondents indicated some communities are involved in school budgeting.

Regarding the community sends their children to study from this school, the researcher found that majority of the respondents (79.3%) agreed compared to the 20.7% who disagreed and none remained neutral. The response of the majority implies that the community sends their children to study from the schools. However, the 20.7% of the respondents who disagreed implies that some communities do not send their children to study from school. Thus, it is an

indication that the community participation under the USE policy has not been effective, calling for an improvement in the policy.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the researcher presented the major findings of the study inform of discussions, and cross-references the findings of the study with the existing literature that was presented in chapter two of this study. This is done by following the study objectives that were set earlier on which included to:

(i).   Examine the relationship between the effectiveness of teaching and learning and Universal Secondary Education policy in Gulu district.

(ii).   Examine the relationship between school funding and Universal Secondary Education policy in Gulu district.

(iii). Examine the level of community participation and Universal Secondary Education policy in Gulu district.

5.1 Discussion of the Findings

In this section, the researcher carries out the discussion of the study findings. In doing so, an attempt is made to cross-reference the findings with the existing literature. The discussions are done in line with the study objectives.

5.1.1. Effects of teaching and learning under Universal Secondary Education policy in Gulu District

The study found that 50.8% of the respondents suggest the teaching and learning under USE has not been effective, only 46.9% of the respondents agreed that it has been effective while 2.3% of the study respondents were not sure.

The ineffectiveness of the policy has been shown in teachers not keeping time for their lessons, teachers not giving tests and examinations as scheduled, giving students less opportunity to learn in library, teachers not releasing the results timely, teachers not discussing the outcome of the tests in time, students not being given remedial lessons by their teachers and having few teachers to accommodate all the subjects. Also the USE policy has made teachers to teach many classes with a huge number of students in class. However, the USE policy has made teachers in schools to attend to their lessons regularly, teaching through group discussion.

The physical and human resources available per student may decrease if the program increases the number of students enrolled without simultaneously increasing the available school resources, such as the number of teachers and classrooms. These class size effects are likely to place downward pressure on the average test scores; according to the preceding sections' findings, such effects may occur in participating secondary schools as well as non-participating private secondary schools.

The program effects' direction of impact on students' learning achievements is theoretically unclear, as the two effects may work in opposite directions. The program effect's direction of impact on students' test scores in certain types of secondary schools is also inconclusive, as students' sorting across schools and changes in the learning environment may possibly occur simultaneously. In other words, this study's setting makes it potentially difficult to isolate the changes in students' test scores as the former changes due to the latter.

Teachers with proper training are not easily available in the market; hence, the number of teachers with certificates per student decreased after the program in all types of secondary schools. Increasing the number of teachers may be more important for the government than

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classrooms, as participating secondary schools used a double-shifting system or using the same classroom twice per day after the program.

5.1.2. School funding under Universal Secondary Education policy in Gulu District

The findings revealed that 49.8% of the respondents suggest the school funding under USE has not been good, 36.7% of the respondents agreed that it has been effective while 13.5% of the study respondents were not sure. The ineffectiveness of the school funding was shown in the USE grant not being sent in time, the inadequacy of the USE grant, improper management of USE grant by the school administrators, teachers not receiving salaries and allowances on time, inadequate scheme books, inadequate stationary, desks and chairs and teacher not being paid for allowances for extra load. However, a few 36.7% of the respondents indicated that the USE grant has been effective shown in the school receiving the USE grant termly and when the grant is released, it is displayed on the notice board for various stakeholders to see.

These results suggest that the financial constraint remains the important barrier to the access to secondary education in Africa. They also indicate that Universal Secondary Education policy is likely to improve access without sacrificing students' learning outcomes very much.

The lack of adequately timed funding puts the school management under great pressure, which, due to the struggle to cover day-to-day operations, often fails to address basic quality issues. The main difference with government non-USE schools is that the latter can increase school fees or gather one-off additional funds from parents as a buffer, whereas USE schools are dependent on the government to improve infrastructure and provide physical resources.

For USE schools, the Education Act of 2008 only allows school management to collect voluntary parent and third party contributions to deal with emergency situations and imposes

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sanctions as high as twelve months imprisonment for sending students away from school or denying them access to education for failure to pay these contributions. As a result, school management in USE schools can no longer easily collect contributions from parents. In other words, funding for USE schools does not arrive on time and is inadequate, which of course is problematic as USE is primarily implemented in schools and communities where resources were already scarce: USE was implemented in under-resourced schools which under the policy mainly remained underfunded (De Jaeghere *et al.*, 2014)

5.1.3. The level of community participation under Universal Secondary Education policy in Gulu District

The study found out that 53.3% of the respondents suggest the there is a high level of community participation under the USE policy, only 32.9% of the respondents disagreed that it is not all that good while a few 13.8% of the study respondents were not sure. Community participation in school activities under the USE policy was shown by community supervising school activities, supporting games and sports, monitoring and evaluating school activities, paying development fees at school, contributing towards salaries and allowances, offering leadership to the school, sending children to study and the school ensuring effective accountability to the community.

The findings concur with the findings of Kazuya (2018) who found out that prior to the USE policy's implementation, students' parents paid secondary schools approximately USh126,000 (or US$38, based on an exchange rate of USh3344 = US$1) per year per student. This payment was a major constraint on Ugandan students' access to a lower secondary education. The USE policy's introduction is expected to break this barrier, and the MoES indicated that total enrollment in lower secondary education improved from 814,087 in 2006 to 1,362,739 in 2013.

Additionally, it was implemented through a public-private partnership (PPP). Under this scheme, an owner of a private secondary school can partner with the government and allow eligible students to receive a lower secondary education. According to Barungi et al. (2014), 90 percent of PPP private schools chose to apply for PPP, but a few schools were approached by the MoES to become USE private schools. Most PPP private secondary schools mentioned that they applied for the program to access governmental funding and material support.

The findings also collaborate with Masuda (2018) who argued that the parents have to provide lunch, uniforms and books but when politicians campaign or come to the schools they tell parents not to pay, they tell them they can just send their children to school. Politicians even say if anyone or any school asks for money, this should be reported to them. When USE was started they would go tell parents that everything was on the government. As a result responsibility of parents was withdrawn; they sat back and expected government to do everything. This reduced community participation in school activities.

5.2. Conclusions

The study concluded that the school environment in Gulu District is presently under pressure from the high number of learners. The methodology currently used in secondary schools education in the division is not suitable in delivering knowledge to the students this is as result of a high percentage of untrained teachers in the division. The quality of secondary school education is declined as a result of unequal increment in equipments and facilities. Most of the teachers agree that it is important that education taught in secondary schools be considerate of all learners.

Parents are still faced with a range of financial and non-financial constraints: they still have to pay for a range of costs, such as uniforms and lunches, and more generally, the opportunity costs of sending children to school remain high. As the USE policy mainly targets poor

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communities these (indirect) financial constraints continue to play a major role in the schooling decision. Moreover, parents are also less involved with the schools than they were before the introduction of USE. All of this affects the performance of the students; students are not well motivated. They lack lunch, because of negligence from parents or guardians. The general attitude is poor; because education is free, the parents don't see their role as stakeholders.

USE is very much a national-level political decision which has been introduced without taking much into account the effects throughout the education system on particular categories of actors on various levels. In this way, USE suffers from the same problems as UPE: the necessary partnerships are missing, and need to be strengthened.

5.3. Recommendations

In view of the various factors that emerged from this study, the researcher made the following recommendations:

(i). The community at large should support construction of more school by providing land and labour to reduce high enrollment rates in the existing schools in the Gulu District.

(ii). The government should employ enough teachers so as to cater for the rising number of secondary school students in the District.

(iii). The existing curriculum should be reviewed so as to cater for all the needs of secondary school students so as to adequately and favorably serve them by introducing subjects such as life skills.

(iv). The government should increase the money allocated for USE from 10,265sh to 20,265 per child per year to cater for high cost of living in secondary schools.

5.4. Recommendations for Further Study

(i). A study should be done to get the best ways of expanding the current schooling facilities so as to accommodate the high number of secondary school students.

(ii). A study should be done on the adequacy and suitability of the current curriculum in catering for all needs secondary school students at the present.

(iii). A study should be done on all districts to determine the national perception on USE.

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APPENDICES

APPENDIX I: STUDENTS' QUESTIONNAIRE

Dear respondent,

My name is Aparo Lucy Adyang a student of Kyambogo University, pursuing a Masters of Educational Policy Planning and Management. I am carrying out research on *"Factors affecting the implementation of USE policy in Gulu District schools"*. You have been selected to participate in this study. Results will only be used for academic purposes. Thank you.

Instructions: Please tick against your most appropriate answer and fill in the spaces provided in each section.

SECTION A: Background information

1. Gender: (a) Male ☐   (a) Female ☐

2. In which class are you? ....

3 How long have you been studying at this school? ....

Section B Teaching and learning in my school

SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D= Disagree

Please indicate your opinion on teaching and learning in your school accordingly. Tick your appropriate response

	Items	SA	A	D	SD
1	Teachers in my school attend to their lessons regularly				
2	Teachers keep time for their lessons				
3	Teachers give tests and examinations as timetabled				
4	Teachers mark the tests on time				
5	Teachers release the results timely				
6	Teachers discuss the outcome of the tests in time				
7	We learn through group discussion				
8	The school provides us with the opportunity to learn in library				
9	Teachers teach very many classes				
10	We are very many students in class				
11	We are given remedial lessons by our teachers				
12	We have different teachers for every subject				

SECTION C: USE FUNDING IN MY SCHOOL

To what extent is the level of activity funding at your school? Please indicate your opinion

using **SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D= Disagree**

	Items	SA	A	D	SD
1	The school participates in games and sports				
2	The school provides adequate stationery				
3	The classes are not very congested				
4	I no longer miss classes because the school fees is catered for				
5	The school has enough science equipments in the laboratory				
6	The school library is equipped with good books				
7	We have adequate desks and chairs				
8	The school pays allowances to teachers for extra load				

Any other, please specify

....

....

....

....

....

SECTION D: COMMUNIUTY PARTICIPATION IN THE IMPLEMENTATION OF

USE IN MY SCHOOL

To what extent do you agree with the level of community participation towards your school?

Please indicate your opinion using **SA = Strongly Agree, A = Agree, SD = Strongly**

Disagree, D= Disagree

	Items	SA	A	D	SD
1	The community supports us in games and sports				
2	Our parents always come to supervise school activities				
3	Our parents pay development fees to the school				
5	My parents buy for me school uniforms				
6	Our parents always provide me with food to the school				
7	Our parents always tell me go to school every day/every term				
8	Our parents always come to repair school properties				
9	Our parents always pay for teacher's allowances and emergency situations				
10	Our parents always attend school PTA meetings				

What else has the community done for your school?

....

....

Thank you for your time, may God bless you.

Dear respondent,

My name is Aparo Lucy Adyang a student of Kyambogo University, pursuing a Masters of Educational Policy Planning and Management. I am carrying out research on *"Factors affecting the implementation of USE policy in Gulu District schools"*. You are kindly requested to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and used for academic purposes of this study only.

Instructions: Please tick against your most appropriate answer and fill in the spaces provided in each section.

SECTION A: Background information

1. Gender: (a) Male ☐   (a) Female ☐

2. Period of service at this school

1-4 years ☐   5-9yrs ☐

10-14years ☐   15 and above ☐

3. What is your highest education qualification?

a. Phd ☐ b. Master ☐ c. Post Graduate ☐ d. Degree ☐

e. Diploma ☐   f. Certificate ☐ g. None ☐

4. What is your field of study? ....

5. What is your religion...?

6. Marriage status....................................

7. What is your employment status?

        a) Permanent ☐

        b) Temporally ☐

        c) Contract   ☐

Section B: TEACHING AND LEARNING

Please indicate your opinion on teaching and learning in your school accordingly. Tick your

appropriate response using **SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D= **

Disagree

	Statements	SA	A	SD	D
1	I attend to all my lessons				
2	Am always on time for my lessons				
3	I prepare schemes of work for teaching				
4	I prepare lesson plans for teaching				
5	I mark students tests and examinations in time				
6	I discuss the results of these tests with my students				
7	I do corrections of the tests and examinations together with the students				
8	I guide students in co-curricular activities				
9	I carry out roll calls daily				
10	The school has a well stocked library				
11	We have enough teachers to cover all the classes				
12	I employ various methods of teaching students				
13	I give remedial lessons to my learners				
14	The school facilitates for workshops and seminars				
15	The school always carries out staff appraisal				

What else do you do to ensure effective teaching and learning at your school?

....

....

SECTION C: USE FUNDING

To what extent is the level of activity funding at your school? Please indicate your opinion

using **SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D= Disagree**

	Items	SA	A	SD	D
1.	The school receives the USE grant termly				
2.	The USE grant is sent in time				
3.	There is proper accountability of the USE grant				
4.	When the grant is released, it is displayed on the notice board for various stakeholders to see				
5.	The USE grant sent to our school is adequate for it's purposes				
6.	There is proper management of USE grant by the school administrators				
7.	I receive my salaries and allowances on time				
8.	The school provides us with adequate scheme books				
9.	We are provided with meals at our school				
10	The school participates in games and sports				
11	The school provides adequate Stationary				
12	We have adequate desks and chairs				
13	The school pays my allowances for extra load				

Any other (please, specify)

....

....

SECTION D: COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF USE IN MY SCHOOL

To what extent do you agree with the level of community participation in the implementation of USE in your school? Please indicate your opinion using SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D= Disagree

	Community participation towards school activities	SA	A	SD	D
1	The community supervises our school				
2	The school community supports us in games and sports				
4	The school monitors and evaluates school activities				
5	The school ensures effective accountability to the community				
6	The community is involved in school budgeting				
7	The community provides/ supplies food to the school				
8	The community contributes towards salaries and allowances				
9	Our parents pay development fees at school				
9	The community offers leadership to the school				
10	The community gets involved in school Planning				
11	The community sends their children to study from this school				

What else does the community contribute to your school?

....

Thank you for your time

Dear respondent,

My name is Aparo Lucy Adyang a student of Kyambogo University, pursuing a Masters of Educational Policy Planning and Management. I am carrying out research on *"Factors affecting the implementation of USE policy in Gulu District schools"*. You are kindly requested to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and used for academic purposes of this study only.

Instructions: Please tick against your most appropriate answer and fill in the spaces provided in each section.

SECTION A: Background information

1. Gender: (a) Male ☐   (a) Female ☐

2. Period of service at this office

1-4 years ☐   5-9yrs ☐

10-14years ☐   15 and above ☐

3. What is your highest education qualification?

a. PhD ☐ b. Master ☐ c. Post Graduat ☐ d. Degree ☐

e. Diploma ☐   f. Certificate ☐ g. None ☐

4. What is your field of study? ....

5. What is your religion.......................................?

6. Marriage status....................................

7. What is your employment status?

       a) Permanent ☐

       b) Temporally ☐

       c) Contract ☐

8. How effective is teaching and learning at your school?

9. To what extent is the level of activity funding at your school?

10. What is the level of community participation in your school?

11. What do you suggest for better implementation of USE in your school?

Thank you for attending to me and May God bless you

APPENDIX IV: OBSERVATION CHECKLIST

The researcher will observe the following

- ❖ Teachers' accommodation
- ❖ School population
- ❖ Staff room
- ❖ Schemes of work and lesson plans
- ❖ Play grounds
- ❖ School furniture
- ❖ Latrines etc

APPENDIX V: Krejcie and Morgan's Table for Determining Sample Size of a

Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	22	130	97	320	175	950	274	4000	351
30	25	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	33	160	113	380	181	1200	291	6000	361
45	35	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20100	377
75	63	240	144	550	225	1900	320	30000	379
80	66s	250	148	600	234	2010	322	40000	380
85	70	260	152	650	242	2200	327	50000	381'
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Appendix VI: CONTENT VALIDITY INDEX

Content Validity Index (CVI) =

$$CVI = \frac{A - \frac{N}{2}}{\frac{N}{2}}$$

Where A= number of panelists who agree that the item is relevant = 11

    N = number of experts = 12 (Lawshe, 1975)

$$CVI = \frac{11 - \frac{12}{2}}{\frac{12}{2}}$$

$$CVI = \frac{5}{6}$$

CVI= 0.833

APPENDIX VII: INTRODUCTORY LETTER

KYAMBOGO UNIVERSITY

P. O. BOX 1, KYAMBOGO – KAMPALA, UGANDA
TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug
FACULTY OF EDUCATION
Department of Educational Planning and Management

Date: 30th July 2018

### TO WHOM IT MAY CONCERN

Dear Sir

RE: APARO LUCY ADYANG, REG NO. 12/U/075/GMED/PE

This is to certify that **Aparo Lucy Adyang, Reg No. 12/U/075/GMED/PE** is a student in our Department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

"Universal Secondary Education Policy and it's Implementation in Secondary Schools in Gulu District."

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.
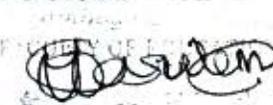
Dr. Kasule George Wilson
HEAD OF DEPARTMENT

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