

**GOVERNMENT FUNDING POLICY AND SCHOOL  
MANAGERS' PERFORMANCE IN UPE SCHOOLS:  
A CASE STUDY OF KIRA TOWN COUNCIL,  
WAKISO DISTRICT.**

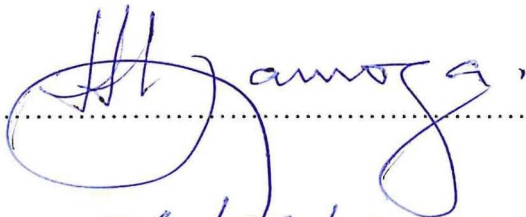
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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE IN EDUCATION  
(POLICY, PLANNING AND MANAGEMENT) OF KYAMBOGO UNIVERSITY**

(i)

**DECLARATION**

I, Kamoga Robert Mathias declare that this is my original dissertation and it has not been presented to any institution of higher learning.

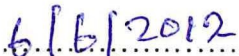
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### APPROVAL

I confirm that the work reported in this dissertation was carried out by the candidate under my supervision.

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## **DEDICATION**

I dedicate this work to my loving parents namely, Najjukiranga David and Nabwami Maria who did not live long to see the fruits of my education I have so far had.  
May their souls Rest in Peace.

## ACKNOWLEDGEMENT

It is quite a long list of people who have directly and indirectly contributed to my teacher education. At the level of a Masters Degree in Education, I wish to acknowledge the good work of my lecturers namely Mr. Owino P, Mr.Okong W, Mr.Ssemanda E, Dr. Mukwenda H.T, Mr Kateshumbwa E (the late), Dr. Kamukama, Dr. Enon J.C, Sr. Dr. Kaahwa M.G and Dr. Barifaijo M.K. I also recognized the support of Dr. Otto Aron who was not only a supervisor, a guide but also a person who treated me as a brother in the writing of this research report. He used to spare his precious time for me whenever I would go to him. Dr. Mugagga M. Anthony did not only recommend me for the course but also advised and assisted me materially. Ms. Nakabugo Agnes G. also recommended me for the course. She did not only encourage me but also assisted me financially and materially. Mr. Katumba Emmanuel Ssalongo always motivated and encouraged me to strive until I would complete the course. My wife Nakasagga F. K, children; Magala Andrew Kaggwa who is in Kyambogo University, Bukenya Ambrose who is in Makerere University and Nabunje Angela Gloria who is in Uganda Martyrs S.S – Namugongo supported me a lot in home issues. I cannot forget my fellow students namely Fr. Kibirige E.I, Ms. Kyagulanyi E, Ms Billy J, Ms Khalayi R and Mr. Kiwanuka, M. C. These people always accorded me a lot of love and care during the time of my course.

**May God reward all the above abundantly.**

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## **ABSTRACT**

This study focused on government funding policy in UPE and manager's performance in UPE schools. This was a case study in Kira Town Council, Wakiso District. The objectives of the study were to;

- identify areas in which UPE school managers are expected to perform,
- find out challenges in UPE schools and how they affect school managers' performance,
- identify other possible ways of funding the school managers and UPE schools at large in order to improve performance.

The statement of the problem was presented and the purpose of the study was to assess the impact of the government funding policy on school managers' performance in the UPE schools of Kira Town Council, Wakiso District.

Literature review was guided by the study objectives. The study used a cross sectional survey and the instruments used to gather data were; questionnaires, interviews and observation. Validity and reliability of the instruments were refined by scrutinising and piloting the study in one of the UPE school and one private primary school. The data collected was analysed quantitatively and qualitatively. The data was also presented in a tabular form. The researcher compared school managers' performance in UPE schools

(x)

and private primary school. Conclusion drawn was based on the findings of the study which revealed that most of the managers in the UPE schools did not perform well due to irregular and inadequate funding. These findings led the researcher to recommend that; more and regular funding should be made available to the UPE schools, regular revision of the funds be made to suit the economic situation of the time and regular inspection be carried out in order to assess situation and needs of the schools.

## CHAPTER ONE

### INTRODUCTION

#### **1.1 Background to the study**

Universal Primary Education (UPE) is defined as the provision of basic primary education to all children of school-going age. The UPE policy in Uganda guarantees access, equity, quality, relevance and affordability to education (Ministry of Education and Sports, UPE Newsletter of January, 2000 and Opobo, 2010). Though the United Nations General Assembly of 1948 declared education a human right, Rutondoki et al, (1993) state that it is not completely free. In the case of Uganda and UPE in particular, it is the government that meets the costs in conjunction with European Union where the Netherland government is the biggest funder (Ahimbisibwe, 2011). This is done in effort to meet the Millennium Development Goal supposed to be achieved worldwide by the year 2015 (Kibirige, 2009).

In Uganda, UPE was supposed to be launched in the year 2000(The White Paper, 1992). Major reason of introducing UPE earlier than the year planned was that Parents Teachers Associations (PTA) charges used to rise from time to time and children of low income earners were being eliminated from school a lot (Ssekamwa, 1999). Nevertheless, PTA money collected could be used in the development and maintenance of the schools. Existing buildings could be repaired. New classrooms blocks could be constructed, teachers' salaries topped up for purpose of motivating them and many other things were done to uplift standards of schools (Ssekamwa, 1999).

In December 1996, Universal Primary Education which Maicibi, (2005) describes as providing opportunity to all school going age children to see the four walls of a classroom was announced. Four school-going age children from each family were to be given free education and the government would meet tuition of Shs 500 (Five hundred shillings only) for each pupil in P1 to P3 and Shs 800 (Eight hundred shillings only) for each pupil in P4 to P7 (Owolabi, 2005). In the first term of the year 1997, parents of low income had relief when the government assumed all responsibility of funding all the schools it used to aid.

The UPE policy was started with purpose of achieving the following objectives;

- To provide quality education to school- going age children.
- To transform society in a fundamental and positive way,
- To provide the resources to enable every child to enter and stay in school up to primary seven,
- To make education relevant to the learners,
- To eliminate disparities and inequalities in education,
- To ensure that education is affordable by the majority of the population.
- To eradicate illiteracy and,
- To equip every individual with basic skills and knowledge with which to exploit for both self and national development (Ministry of Education and Sports- Enhancing UPE- A Stakeholder's handbook, May 2004).

Attracting more pupils and achieving the above objectives were followed by a statement

that there shall be no fees collection for building classrooms, teachers' houses and latrines, uniforms, buying textbooks, furniture, tests or examinations materials. However, schools in the area of jurisdiction of an urban council were allowed to levy a charge not exceeding Shs 10,400 (Ten thousand, four hundred shillings only) per school year (Education Act 2008: 56, Section 15, Subsection 5). Therefore funding which Kayongo, (2007) defines as provision of resources needed to facilitate an institution, solely remained an entire government responsibility through providing capitation grants to all the UPE schools.

Capitation grant refers to equal payment made by the government to cater for each child who gets education from a UPE school (Ministry of Education and Sports – Enhancing UPE, A stakeholder's handbook, May 2004). It is released in three quarters. The first quarter is released in the second term; the second quarter is released in the third term, while the last quarter is released in the first term of the academic year (Ssenkibirwa, 2010). On top of capitation grant, each school gets a threshold of Shs 100,000 (A hundred thousand shillings only). This is the money given to every school irrespective of its grade or enrolment. It is accounted for along with the capitation grants provided to the school.

UPE school managers are supposed to use capitation grants as follows (The MOES-Analysis Book for UPE, 2009):

**(i) Extra instructional/scholastic materials (35%)**

Though the government gives course books to UPE schools in form of *cycles*, school managers are supposed to use the above percentage of the capitation grant to buy

supplementary books or readers, teachers' reference books, lesson preparation books, ball pens, markers, teaching aids, slates, chalk, blackboards, teachers' tables and chairs.

**(ii) Co-curricular Activities (20%)**

This is the percentage of the capitation grant which is supposed to go to games, sports, music, dance, drama, art, crafts, clubs and buying basic science instruments and equipment.

**(iii) Management (15%)**

This is the percentage of the capitation grant which is used to buy office and classroom materials such as registers, record books, wall clocks, stapling machines, file covers, manila cards, cumulative cards, paper and ink, ledger books, vote books, banking books, receipt books, stationery, work tools and brooms.

**(iv) Administration (10 %)**

This is the percentage of the capitation grant which is used to settle issues such as the school manager's transport when he/she is on official duties; settling water, electricity and telephone bills, emergencies and paying porters who work in the school.

**(v) Contingency (20%)**

This is the percentage of the capitation grant which is used to cater for the miscellaneous. It is especially used where the money for management or curricular activities is inadequate.

Funding formulas come and go and grants to schools rise and fall (Ashworth, 1999), the capitation grant which used to depend on enrolment changed to average attendance of the

pupils in the school (Busingye, 2009). This means, the fewer the pupils in the school the smaller the amount of the capitation grant. Some UPE schools such as Kagganda Church of Uganda Primary School which as on 14<sup>th</sup> June, 2010 had total enrolments of only 54 pupils had little to get as capitation grant (Mambule, 2010).

Besides the capitation grants, there is School Facilitation Grant (SFG) which the central government gives to districts. The grant is aimed at helping the neediest communities to build classrooms or new schools to increase access to education in underserved areas. The implementation of the SFG programme is the responsibility of the District Local Council (Enhancing UPE: A stakeholder's handbook, 2004).

Other roles of the government in UPE schools is to pay headteachers' and teachers' salaries, paying for and providing instructional materials such as textbooks, meeting Uganda National Examination Board (UNEB) charges and providing free primary teacher education.

For any institution to provide desired quality education, adequate funding is a must (Kayongo, 2007). Ashworth (1999) also states that for educational programmes to be successful, the funding must not only be adequate but also stable.

Public nowadays expresses some concern about the government's mode of funding the schools. Khaweke, (2009) expresses the need to revise money provided for each school child due to inflation and other market forces. Kigongo, (2010) also states that the UPE capitation grants are very little and headteachers receive them very late. He adds that between September, 2009 and March, 2010, school managers in Wakiso had received



school capitation grants twice. Birungi, (2010) asserts that schools and headteachers can only perform well when sufficient capitation grants are sent to schools in time.

Many governments, especially in less developed countries look increasingly at parents for additional funds for education (Ayot, et al 1992). For instance, in Zambia parents make financial contribution towards UPE to supplement teachers' income and to have a platform to demand for quality education for their children (Kalinaki, 2011). In Uganda, the government is still determined to fund the universal primary education alone.

### **1.2 Statement of the problem.**

School managers of UPE in Kira Town Council, Wakiso District attribute their poor performance to the government funding policy. In the policy, the government provides funds in form of capitation grants. School managers' complaint is that funds provided by the government were so irregular and inadequate that necessary facilities, equipment, instructional materials, motivation and welfare of both teachers and pupils could not be provided as needed. Lack of them made teachers and pupils performed poorly. When this happens, the school manager would be regarded as a non performer.

### **1.3 Purpose of the study**

The purpose of this study was to assess the impact of the government funding policy on managers' performance in the UPE schools of Kira Town Council, Wakiso District

### **1.4 Objectives of the study.**

The study was guided by the following objectives:

- To identify the areas in which school managers are expected to perform,

- To find out the challenges and how they affect school manager's performance
- To identify other possible ways of funding the school and the school manager in order to improve performance.

### **1.5 Hypothesis**

- The government funding policy in the UPE school has a significant effect on areas in which UPE school managers are expected to perform.
- The government funding policy in UPE schools has no significant effect on provision of facilities, instructional materials, equipment/new technology use in the school, motivation and welfare in the school. The mentioned also have significant effect on the performance of the pupils, teachers, school managers and the school at large.
- Having other sources of income has no significant effect on performance because some of the urgent needs of the school can be provided without waiting for the government funds.

### **1.6 Scope of the study**

The study was carried out in Kira Town Council, Kyadondo county, Wakiso district. The area is in the east and north-east borders with Mukono municipal council, in the south, west and north- west it bordering Nakawa municipality and north it borders with Nangabo sub county. The researcher chose this area because it was considered cost effective in terms of transport. Secondly, the researcher would have more time to visit the selected schools since the number of research instruments employed could not all be used

on a single visit. Thirdly the cooperation that existed between the researcher and most of the school managers was expected to make the study easy. The researcher selected 20 UPE schools and 20 private primary schools. The study mainly focused on facilities, instructional materials, equipment, motivation and welfare of teachers in the UPE and private primary schools. The private primary schools were included in the study for purpose of comparing how the fundings in the two categories of schools were affecting performance of school managers.

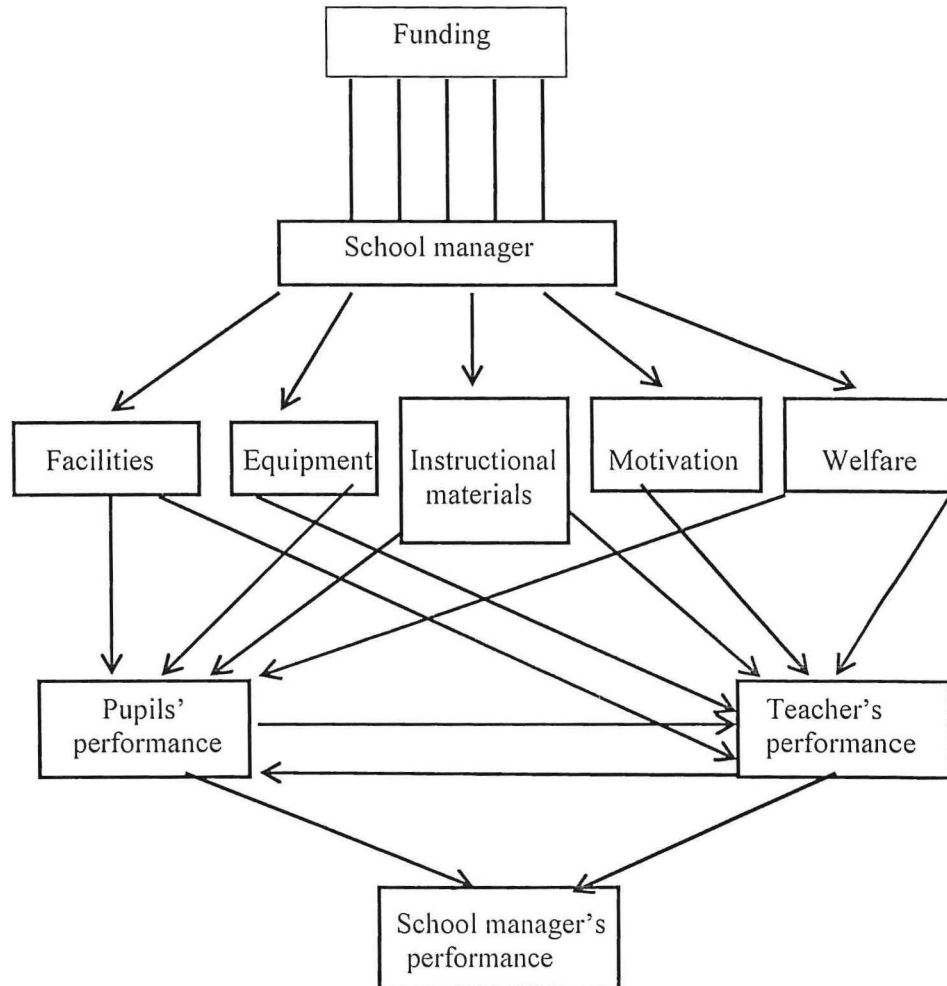
### **1.7 Significance of the study**

Study findings were expected to enable the government realize the need to facilitate the UPE school managers and schools at large with regular and adequate funds. This could enable them put in place the necessary and quality facilities in their schools, acquire more instructional materials and equipment which when effectively used by the teachers and the pupils would lead to the improvement of performance.

The researcher also hoped that the study findings could be significant as the government would be able to recognize the need to revise the funding policy to even include teachers' welfare and motivation. This would make them concentrate and work hard in order to achieve all the objectives of starting UPE in Uganda.

### 1.8 Conceptual framework

The conceptual framework below shows independent and dependent variables and how they affect the performance of a school manager.



**Source:** Kamoga, (2011).

The conceptual framework presupposes that the funding made through the school manager dictates over the kind of facilities, instructional materials, equipment,

motivation and welfare that can be provided to pupils and teachers. For instance, schools with adequate facilities, instructional materials, equipment blended with effective use of them always perform well in both academic and co-curricular activities. Performance is even made better when motivation and welfare of teachers are also catered for. Love for work and concentration on it are always high. In schools where funding is a miserable, performance is also miserable.

From the conceptual framework, it was also observed that when pupils perform it means the teacher has also performed and vice versa. When the pupils and the teacher perform, the school manager has also performed. Conclusion made was that performance of pupils, teachers, school manager and the school in general largely depended on funding.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter focused on literature review and this was intended to support the study. The researcher started by looking at the two key words in the research topic namely; funding and performance.

#### **2.1.1 Funding**

From perspective of an institution, funding is the provision of resources needed for facilitation (Kayongo, 2007). As far as the Universal Primary Education (UPE) in Uganda is concerned, funding is done by the government as it provides capitation grants to all the UPE schools.

#### **2.1.2 Performance**

This is how well or badly one does something (Horby, 2007). From the perspective of management, it is measured by how efficiently effectively managers use resources to satisfy and achieve organizational goals. Achieving it is providing the kind of services customer expect (Jones et al 2003).

#### **2.2 Funding policy and school management**

Records show that where UPE has been implemented, the funding policy greatly influences how schools are managed (Kasibante, 2004). World Bank, (2007) reaffirms that there has been significant increase in government expenditures in education in countries like Sierra Leone, Botswana and Uganda. From year to year the World Bank keeps adding more funds to the budgets of countries in which Universal Primary

Education is being practiced. This is intended to make management of the UPE school easy and above all to achieve the Millennium Development Goals (MDGs) by the 2015 (Bruns et al 2003). However, in Uganda the inadequate funding by the government is still making management of the UPE schools difficult (UNICEF, 1999).

Though inadequacy and irregularity of UPE funds are some of the challenges faced by school managers, the public highly expects them satisfactorily.

### **2.3 Areas in which school managers are expected to perform**

Different views are given about who a performing school manager is. Steven et al, (1996) states that a school manager's performance is judged according to the number of children who attend school, academic performance, behavioural aspirations and achievements in sports.

As per the Ministry of Education and Sports (MOES) - Guidelines for Customized Performance Targets, (2006), a school manager is expected to steer the school to desirable pupils' learning achievements, good performance in human and assets management and effective use of funds and grants availed to the school.

District local government expects a school manager to steer the school to good performance in Primary Leaving Examinations. Getting first grades is a yardstick commonly used to measure performance of a school manager. A manager whose school continuously fails to make it faces a penalty of demotion or a transfer to another school (Birungi, 2010).

## **2.4 Challenges and school managers' performance**

Omona, (1998) asserts that provision and effective use of adequate facilities, instructional materials and equipment always lead to good performance of the teacher and the pupils. Other requirements are motivation to make teachers work hard and their welfare whereby lunch and accommodation are catered for (Ahimbisibwe, 2010). Lack of them is a challenge to a school manager as he/ she is held more and more accountable for non performance of the school.

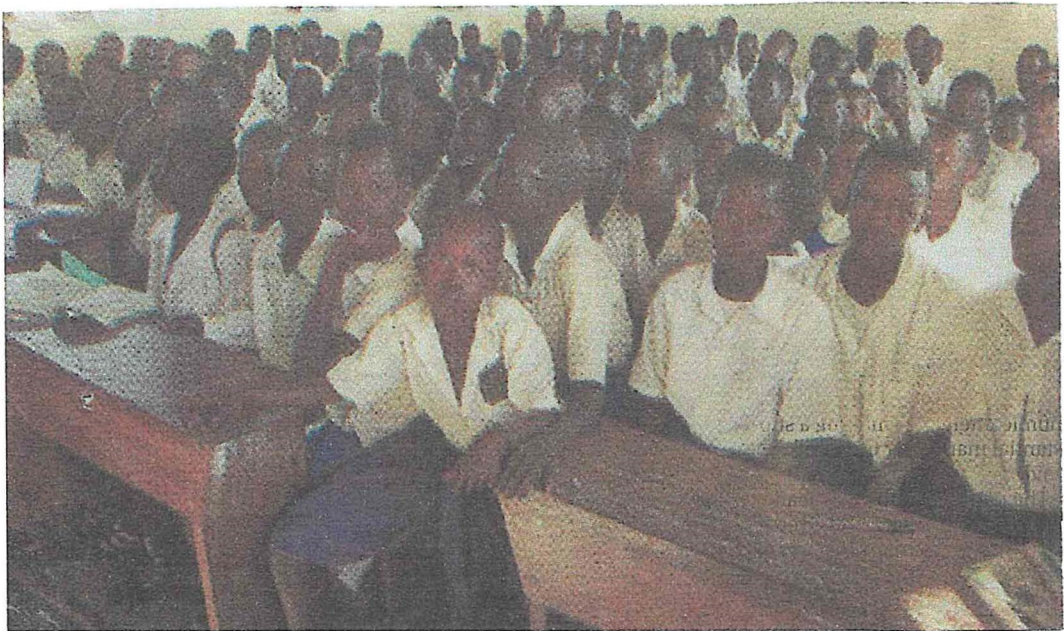
### **2.4.1 Facilities and performance**

Classrooms, a library, a resource centre, a library, a store and a playground are some of the facilities which have an impact on performance of a school (Odaet et al, 1997).



#### 2.4.1.1 Classrooms

Free education attracts and leads big numbers of pupils enrolled in UPE schools (Owolabi, 2006). He adds that tremendous increase without classroom expansion leads to rooms designed for 40 to be used by 80 pupils or more as seen in the picture below.



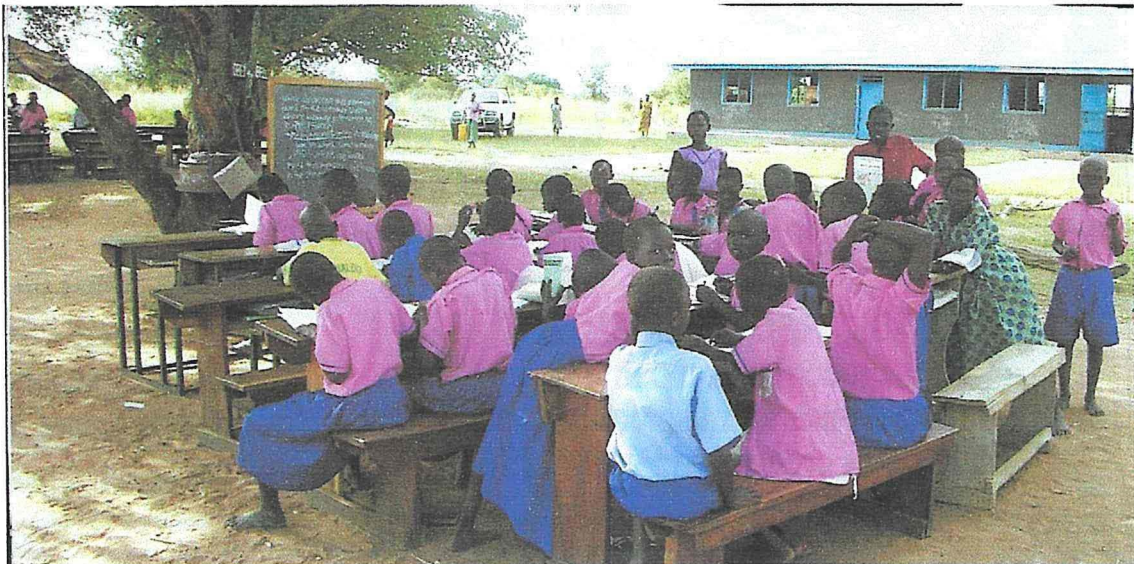
**Source:** The Observer Newspaper of 21<sup>st</sup> September, 2009 Page 8.

In such a class, academic performance is usually poor because teacher's attention to every learner is minimal. Good performance of the teachers and the pupils can only be realized if classroom facilities are adequate enough to have such a class broken into streams (Bush, et al 1996). Besides, pressure on classrooms, Nalugo, (2010) states

that huge enrolment exerts enormous pressure on existing school systems and other facilities.

Building and equipping a school cost a great deal (Farrant, 1993). Nevertheless, Maicibi (2005) emphasizes that there should have been expansion of classrooms before universal primary education is introduced in a country. The government of Uganda introduced UPE before equipping schools with adequate infrastructure. Overcrowding in classrooms is therefore a big challenge (Ahura, 2011).

By February 2010, Uganda had 89,000 classrooms and a shortage of 51,000 classrooms (Khisa, 2010). The inadequacy of classroom facilities in some schools led to creating under tree classrooms and use of temporary shelters (Kasibante, 2004) as shown in the following pictures.



Source: Nsimbe, (2007)



**Source:** Nankya, (2010)

Learning under trees and temporary shelters as seen above is not ideal for teaching and learning (Owolabi, 2006). Extreme weather conditions, movements of people and other bodies always affect lessons in progress (Ssemujju, 2010).

#### 2.4.1.2 Library

Colin, R (1992) describes a library as an information and learning centre. In addition, it is used to store information not only in book form but in a variety of other media (Farrant, 1993). In an academic institution, it is a heartbeat (National Council for Higher Education-NCHE Report, 2006) and when teachers and pupils effectively use it, good performance especially in academic is realized.

#### **2.4.1.3 Resource centre**

A resource centre and a library serve similar functions only that in the former, materials such as films, tapes, pictures, charts, models and other teaching materials are found (Farrant, 1993). He adds that a resource centre can be started at class level whereby teachers, pupils and parents voluntarily contribute textbooks and any other teaching materials.

#### **2.4.1.4 Laboratory**

This is a facility in which materials for practical experiences are kept and used in Science subjects (NCHE Report, 2006). Teaching without necessary materials makes grasping concepts hard and hence affecting performance (Odaet et al, 1997).

#### **2.4.1.5 Land**

This is a facility on which a school operates. When it is adequate, structures can be expanded. Space for other facilities such as playgrounds and gardens for practical subjects like Agriculture and Physical Education is also made available. When effectively used good performance in academics and co-curricular activities is realized.

#### **2.4.2 Instructional materials and performance**

Instructional materials are the tools used by the teacher and the students in the teaching and the learning (Ministry of Education and Sports – Managing Instructional Materials in school – Module for school managers, 2003). For effectiveness and good performance, the teacher and the pupils need to have them (Odaet et al, 1997). These may include textbooks, audio and visual aids, manila charts, chalk, suitable chalkboard, chemicals and

equipment. Lack of relevant instructional materials makes teaching more theoretical than practical and hence affecting performance (Odadet et al, 1997). It also makes pupils ill-prepared especially when it is to carry out practicals (Ahimbisibwe, 2011).

Textbooks are the instructional materials commonly found in schools. In a circumstance where they are fewer than pupils, book-pupil ratio tends to go high (Daily Monitor newspaper of 29<sup>th</sup> March, 2010). Even chances of intensive use of them by individual pupils remain minimal and hence affecting performance.

Chalk, manila cards and chemicals are some of the recurrent instructional materials which bother UPE school managers a lot. This happens especially when the capitation grant is delayed (Kaaya, 2010). Some accumulate debts because they keep moving from one stationery shop to another to get materials on credit (Mukyala, 2010). Burdens of the kind can only be avoided when school managers are facilitated with regular and adequate funds or instructional materials (Rwabushaija, 2009).

#### **2.4.3 New technology / equipment and performance**

Long time ago, supportive materials needed in teaching and learning used to be the chalkboards, wall charts, geographical and biological specimens. Today, well funded schools use computers, video recorders, overhead projectors, to mention but a few (Ellington, 1997). Television use is also on increase (Craft, 1996). Application of new technology in teaching and learning does not only make lessons simple, enjoyable but also acquisition of more useful knowledge. Internet use is yet another advanced level in Science. Teachers and pupils access and acquire relevant knowledge and information

which they can apply to make their academic performance better (Businge, 2010). Schools which have adequate funds acquire duplicators and printing machines to run off textual and other materials in large numbers (Ellington, 1987). Materials printed may include weekly and monthly tests and end of term examinations. Regular tests do not only help pupils improve academic performance but also prepare them well for examinations.

#### **2.4.4 Motivation and performance**

Motivation is inducing a person to perform effectively in his job for his own good and for the benefit of others (Aguti, et al 1995). It works as cross pieces which join the legs of a chair. Without them, the chair remains weak. Motivation is a magic ingredient or catalyst which the manager has to add to the work situation to generate good results (Komunda, 2006).

Of all resources in the school, they are mainly the teachers who can be motivated to achieve desired ends (Bush, et al 1996). Steven, et al (1996) adds that the teacher is the most important resource if good performance is to be realized. If the teacher is not motivated to perform, pupils, school manager and the school at large will have no recognition for any good performance. Therefore, if strategies to good performance are to be developed, one of the key elements in their success must be the teachers (Brown, 1996).

Good remuneration together with good working conditions has a stabilizing effect. Good pay gives satisfaction because employees feel they are paid for their value (Maicibi,2005). Poor pay, heavy workload and lack of professional freedom are external

factors that affect teachers' performance (Romesh, et al 1998).

Absenteeism of teachers from work station is a big challenge especially in rural schools (Baguma, 2010). It is caused by low and irregularity of pay (Editor, New Vision, 2010). In some schools, teachers' concentration on work and morale sustenance are catered for by getting their salaries topped up with money from other sources of funds as it used to be before the introduction of the UPE IN 1997 (Ssekamwa, 1999).

#### **2.4.5 Welfare and performance**

Welfare is helping someone in taking care of his/her basic needs which are food, housing and health (Aguti et al, 1995).

##### **2.4.5.1 Meals**

In schools where tea / porridge and mid meals are provided, teachers and pupils tend to keep in school and concentrate on work and hence improving on performance (Ahimbisibwe, 2010 and Othieno, 2011). Funding pupils' welfare in terms of feeding is also realized crucial especially when parents fail to pack food and children carry it to school (Muwanguzi, 2009). Another advantage of provision of meals to teachers and pupils is that they develop a positive attitude to work for the good of the school.

##### **2.4.5.2 Accommodation**

Teachers' accommodation provided within premises of the school is of an advantage as the rate of late coming and absenteeism gets low and dedication of time to school work gets high. Teachers who stay far from school rarely come to school in time and rate of absenteeism is always high due to moving long distances and deliberate dodging work

(Rwabushaija, 2009). The two affect pupils' performance as even covering the syllabus might not take place (Namutebi, 2011).

### **2.5 Other ways of funding a school manager and a school at large**

According to the Kajubi Report (1989), the White Paper spelt out the UPE implementation strategy. This required the government to assume responsibility for the entire fees package. The government assumed the responsibility which seems to be a constraining one (Tweheyo, 2010). Most of the governments of the developing countries that started UPE largely depend on foreign bodies such as World Bank. Since the World Bank and the governments in particular can not provide all, UPE schools have had a difficulty of insufficient resources yet the urge to get on with the UPE is irresistible (Kasibante, 2004).

Dependency on one source of income might have effects on management of an institution, Maicibi, (2005) advises that there should be internal income generation of revenues which are not contrary to the policy in place. This could be done by setting up projects in farming, Art and Crafts Music Dance and Drama. Money raised from products sold and MDD presentations can be used to solve some of the problems of the school.

Other sources may include sourcing money from donors, organizing fundraising and having endowment, rotary and philanthropy in place (Eremu, 2009). Money raised can also be used to solve some needs of the school without waiting for funds from the government.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter mainly focuses on the research design, population, sample and sampling technique, instruments and procedures used to collect data.

#### **3.1 Research design.**

Quantitative and qualitative research methods were used and a cross sectional survey design was employed. A variety of instruments were used to collect data from respondents in the UPE and the private primary schools which were selected for the study.

#### **3.2 Study population**

The study population constituted the Chief Administrative Officer (CAO), school managers from UPE and private primary schools, directors of private primary schools and teachers from the two categories of schools mentioned. Reasons for having such a population were; the CAO was the chief executive to all civil servants in the district whom all the government employees including UPE school managers report to. The school managers were put in the study because they were recipients and users of funds from government in case of UPE schools and directors in case of private primary schools. The primary seven teachers made part of the study population because they teach in a class where performance of a school is mainly reflected. It is also a class assumed to have more materials and teachers' support. The directors /owners of the private primary were

included in the study because of their roles in facilitating, supporting and planning for the schools.

### **3.2.1 Target and actual sample size**

The researcher targeted a sample of 101; 20 UPE school managers, 20 private primary school managers, the Chief Administrative Officer (CAO) of Wakiso district, 40 teachers of primary seven from both the UPE and the private primary schools and 20 private primary school directors. This was to make 100%. The actual sample was of 65 respondents who were; the Senior Education Officer (SAO) of Kira Town Council who acted on behalf of the CAO, 16 UPE school managers, 13 private primary school managers, 16 primary seven teachers from UPE schools, 13 primary seven teachers from private primary schools and 6 private primary school directors. This represented 64.4% of the respondents.

**Table 3.1 below shows category of samples presentation and percentages.**

Category		Samples		Percentage of actual
		Targeted	Actual	
1.	UPE School Managers	20	16	80
2.	Private School Managers	20	13	65
3.	Senior Education Officer(SEO), Kira Town Council	1	1	100
4.	Teachers from UPE and private primary schools	40	29	72.5
5	Directors of private primary schools	20	6	30
<b>Total</b>		<b>101</b>	<b>65</b>	<b>64.4</b>

**Source:** Kamoga, (2011)

### 3.2.2 Sampling techniques

The researcher used simple random and stratified sampling techniques to select the sample schools. The former technique provided an equal opportunity to every UPE school in Kira Town Council to be included in the study. Reasons for employing the technique were that all the schools in the area had a similar government funding

treatment, capitation grant of every school was being determined by the number of pupils who attended school and all the school managers in the area used the capitation grants whereby they were strictly observing the MOES set guidelines.

Kira has a status of a town council but the UPE and private schools are located in different geographical areas. Some are in semi - urban and others are in rural areas. As far as the private primary schools were concerned, the researcher used stratified sampling technique whereby the semi -urban and rural schools were equally represented. Ten (10) schools from each stratum were randomly selected. School managers, primary seven teachers and directors of the selected schools were used for the study.

### **3.3 Research instruments.**

In data collection the researcher used instruments namely, the questionnaire, the interview guide and the observation guide.

#### **3.3.1 The open ended questionnaires**

Two formats of open ended questionnaires were used. One was administered to the school managers and another one to the primary seven teachers of all the selected UPE and private primary schools. The instruments were chosen because they could be administered with big numbers of samples and in less time compared to using other instruments.

#### **3.3.2 The semi- structured interview guides**

Two formats of semi- structured interview guides were used. The first one was administered to the Senior Education Officer (SEO). This was done in consideration of

the busy schedule of work the officer could have been having. The second one was administered to the directors of private primary schools. This was done in consideration of their literacy levels and individual differences. Some were assumed to have the reading and the writing skills while others had none. So, an instrument of the kind was realized suitable for both the literate and illiterate directors /private school owners.

### **3.3.3. The observation guide**

Besides questionnaires and interviews the researcher used an observation guide to collect data. The instrument was to enable him eye witness whether what the schools had in terms of facilities, instructional materials, equipment were affecting the performance of the manager and the school at large.

### **3.3.4. Validity of instruments**

Validity in research, refers to the quality that a procedure or an instrument used to collect data is accurate, correct, true and meaningful (Enon, 1998). Validity of the instruments namely; the questionnaire, the interview guide and the observation guide were subjected to content scrutiny by the research supervisor. Rated results were subjected to computation of the content validity index (CVI) using the following formula;  $CVI = K/N$  where; K = Total number of items rated as relevant and N = Total number of items in the questionnaire / interview guide / observation guide. After calculations, the CVI was 0.75 which made 75%.

### **3.5.5. Reliability of instruments**

Reliability refers to the ability of an instrument to produce consistent results. This is the

degree of consistency demonstrated in a study (Enon, 1998). It expresses stability and dependability of an instrument in order to obtain consistent information. The instruments used in this study were subjected to a pilot study in one UPE school and one private primary school. The research supervisor confirmed 80% as the reliability of the instruments.

### **3.4 Procedure of data collection**

After organizing the research instruments, the researcher proceeded to obtain a letter of introduction from Kyambogo University authorities. The researcher went to the field and administered the instruments in collecting data for the study.

The process of collecting data began with holding an interview with the Senior Education Officer (SEO) of Kira Town Council who acted on behalf of the Chief Administrative Officer (CAO). She provided information in the way the CAO would have done so. After the interview with her, the process continued with distribution of the questionnaires to the school managers and teachers of primary seven of the schools that were selected for the study. On the day of presenting them, arrangements were made for the researcher to meet the directors of the private primary schools for interviews. The second visit that was made to schools was to collect questionnaires from the school managers and the primary seven teachers and to meet the private school directors/ owners.

Having had permission from the managers of the schools in the study, the researcher carried out observation in which focus was mainly on facilities, instructional materials, equipment and how the teachers' welfare was being catered for. In data collection, the

researcher did not have research assistant because he wanted so much to rely on himself.

### **3.6 Data processing and analysis**

Data collected using the three research instruments was organized, edited, interpreted with a view to establish correlation between funding and performance of school managers in particular, pupils and teachers. Data was entered in the computer and analysis was done using computer statistical package for social scientists (SPSS). Descriptive statistics in percentage were used to present findings.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter was about presentation, analysis and interpretation of the research findings. Respondents who provided the research data were; the Senior Education Officer (SEO), Kira Town Council, school managers and teachers from the UPE and private primary schools and directors of private primary schools.

Study findings in this chapter were presented following the three research objectives which were; to identify areas in which school managers are expected to perform, to find out challenges and how they contribute to school manager's performance and to identify other possible ways of funding a school manager and school in order to improve performance.

#### 4.1 Findings about areas in which school managers were expected to perform

The study began with an interview which the researcher held with the Senior Education Officer (SEO). She stated that in Kira Town Council there were 25 UPE / government aided schools and 175 private primary schools. UPE schools made 13% and private schools made 87%. The UPE schools in the council made 10% because in Wakiso district there were 246 UPE schools ([http:// www.ugandatragelguide.com/wakiso district.html](http://www.ugandatragelguide.com/wakiso_district.html)). The SEO confirmed that school managers appointed in schools had credibility, professional qualifications and experience. In view of this, they were expected to show good performance in all areas of managing a school.



According to the questionnaire, every school manager was asked to write down 5 outstanding areas in which he/she was expected to show good performance. The researcher expected to have a total sum of 145 responses if each one of the 29 school managers had written down 5 different expectations. One hundred thirty six (136) were written. Eighty six (86) of them were disqualified by the researcher due to their being irrelevant responses to the questionnaire and 50 responses were credible.

**Table 4.1 below shows areas of performance and number of responses given on each one.**

Area	Responses		
	Frequency	Out of:	Percentage
Good performance in academics	21	50	42
Good performance in co-curricular activities	6	50	12
Good management of funds	6	50	12
Discipline in the school	13	50	26
Putting more structures in the school	4	50	8
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Source:** Kamoga, (2011)

From table 4.1 above, good performance in academics was an area in which the highest expectations were and this represented 42%. Private school directors who were interviewed expressed that good performance in academics was their greatest expectation in a school manager because it was the one which could attract more pupils to join school.

Next to good performance in academic, managers were expected to ensure that there was discipline among the people under their management. This made 26%. It was discipline that could help one to manage oneself, concentrate on task and hence improving performance.

School managers were expected to ensure that their schools participated and performed well in co-curricular activities and this represented 12%. Good management of funds whereby the school manager followed guidelines of using the capitation grants and showing proper accountability indicated 12%. Putting some more structures in the school was also expected of school managers. This represented 8% of the respondents.

#### **4.2 Challenges which affect schools managers' performance**

Facilities, instructional materials, equipment, motivation and welfare of teachers were identified as challenges which directly affected pupils' and teachers' performance and indirectly affected school managers' performance.

##### **4.2.1 Findings about facilities**

The researcher regarded a classroom as the most important facility in a school. It was a place where most of the time, the pupils and the teachers would do their work. Through the teachers' questionnaires and observation, the researcher discovered a lot about the state of classrooms in which teaching and learning were being done. He sampled 155 UPE and 113 private school classrooms.

Below is table 4.2 describing the state of classrooms used.

State	Category of schools					
	UPE			Private		
	Number of classrooms	Overall number of classrooms	Percentage	Number of classrooms	Overall number of classrooms	Percentage
<b>Complete classrooms</b> (classrooms with lockable doors, windows glasses/wooden/metallic shutters).	47	155	30.3	54	113	47.8
<b>Semi complete</b> (classrooms with lockable doors and window frames only).	85	155	54.9	56	113	49.5
<b>Incomplete classrooms</b> (classrooms without doors and windows)	23	155	14.8	3	113	2.7
<b>Total</b>	<b>155</b>	<b>155</b>	<b>100</b>	<b>113</b>	<b>113</b>	<b>100</b>

**Source:** Kamoga, (2011)

From table 4.2 above, UPE schools had only 47 complete classrooms and the private schools had 54 of them. These UPE and private school classrooms represented 30.3% and 47.8% respectively. The researcher observed that the complete classrooms provided an environment which was safe for teaching and learning. Violent weather conditions and intrusion could hardly cause any effect. Wall charts, maps and pupils' work could be pinned up and left in for the pupils to have more time to access and use them to improve on their performance.

Semi complete classrooms in UPE schools were quite many. Out of 155 sampled, there

were 85 and in private schools there were 56 out of 113 classrooms sampled. These showed 54.8% and 49.5% respectively. UPE schools had more semi complete classrooms than they were in private schools. The researcher observed that these classrooms as well provided an environment in which instructional materials could be made accessible to the learners after using them in the lessons. However, it was also observed that teaching and learning activities could sometimes be affected if there were any violent weather conditions such as storms.

Out of 155 classrooms in UPE schools, 23 of them were incomplete. They only had door and window openings. These classrooms represented 14.8% of the total number which was sampled. In private schools, they were only 3 out of 113. This represented 2.7%. It was noted that instructional materials such as wall charts, wall maps and pupils' work could not be left in the classrooms after lessons. Teachers always collected them because leaving them behind was risky due to high rate of intrusion. Classrooms were always bare and provided environment which could not promote active learning.

Through observation, the researcher noted the use of other shelters as classrooms. These were family house rooms and the church.

**Table 4.3 shows use of other shelters as classrooms.**

Type of shelter	Category of schools					
	UPE			Private		
	Number	Overall number sampled	Percentage	Number	Overall number sampled	Percentage
Family house rooms	0	155	0	11	113	9.7
Church	1	155	0.6	0	113	0
Standard classrooms	154	155	99.4	102	113	90.3
<b>Total</b>	<b>155</b>	<b>155</b>	<b>100</b>	<b>113</b>	<b>113</b>	<b>100</b>

**Source:** Kamoga, (2011)

From table 4.3 above, there was no any UPE class being accommodated in any family house rooms. The only one class which made 0.6% was being accommodated in one corner of the nearby church.

Use of family house rooms as classrooms was common in private schools. Out of 113 classrooms sampled 11 were family house rooms. This represented 9.7% of the respondents.

Standard classrooms were rooms which measured about 6.5metres by 8 metres. Advantages of these classrooms include accommodating big numbers of pupils, provision

of adequate space for class activities, display of wall charts and pupils' work. UPE classrooms with standard measurements were 154 out of 155 sampled. In private schools there were 102 out of 113 sampled. These represented 99.4% and 90.3% respectively. So, there was more use of standard size classrooms in UPE schools than it was in private primary schools.

Other facilities in a school that could be used to increase performance in academic included a library, a laboratory, a resource centre and a computer laboratory. Laboratories and computer laboratories were noted as rare facilities in primary schools. The researcher therefore concentrated on establishing how much the sampled schools were equipped with library, bookstore and resource centre facilities.

Below is table 4.4 showing library, bookstore and resource centre facilities in the schools sampled.

Facility	Category of schools					
	UPE			Private		
	Number of schools with:	Overall number of schools sampled	Percentage	Number of schools with:	Overall number of schools sampled	Percentage
Libraries	1	16	6.3	2	13	15.4
Book stores	5	16	31.3	4	13	30.8
Resource centres	3	16	18.7	0	13	0
None of the above	7	16	43.7	7	13	53.8
<b>Total</b>	<b>16</b>	<b>16</b>	<b>100</b>	<b>13</b>	<b>13</b>	<b>100</b>

**Source:** Kamoga, (2011)

Noting from table 4.4 above, out of the 16 UPE schools sampled, there was only 1 school which had a library. This represented only 6.3%. Out of the 13 private schools sampled, there were only 2 where each had a library. This represented 15.4%. Out of the 16 UPE schools, 5 of them had bookstore facilities and this represented 31.3%. Among



the 13 private schools sampled, only 4 had the facility. This represented 30.8%. It was noted that UPE schools had more bookstore facilities and the private schools had more library facilities.

Resource centres are rooms where textbook and non textbook instructional materials are displayed. Teachers and pupils increase their performance as they use them to acquire more knowledge and skills. Among the 16 UPE schools sampled, there were only 3 schools that had them. This represented 18.7%. Among the private schools sampled, none of them had the facility.

There were 7 out of 16 UPE schools without libraries, bookstores or resource centres. This represented 43.7%. Private primary schools with similar problem were also 7 out of the 13. This represented 53.8%.

Other essential facilities in a school which affect performance in academics and co-curricular activities are the fields and land. In the fields, practical lessons in Physical Education (P.E) and co-curricular activities such as games and sports can be carried out. Adequate land provides space for demonstration lessons and activities in Science, Social studies and many others. It is also a habitat for plants and animals which might be needed in the teaching and learning situations.

Below is table 4.5 showing the findings about schools with adequate fields and land for practical subjects and co-curricular activities.

Facility	Category of schools					
	UPE			Private		
	No. of schools which have:	Overall number of schools sampled	Percentage	No. of schools which have:	Overall number of schools sampled	Percentage
Adequate field for P.E / games and sports.	12	16	75	3	13	23.1
Adequate land for practical studies	4	16	25	3	13	23.1

Source: Kamoga, (2011)

From table 4.5 above, it was observed that out of the 16 UPE schools sampled, 12 of them had fields for Physical Education (P.E), games and sports. This represented 75%. Four (4) out of the 16 had adequate land for demonstration lessons and practical subjects such as Agriculture. This represented 25% of the UPE schools sampled. The researcher observed that they were mostly the semi rural UPE schools which had adequate land and field facilities. Another observation was made that schools without adequate land and field facilities were operating in small areas closely surrounded by communities.

The research noted that 10 out of the 16 UPE sampled schools once belonged to Catholic and Protestant churches. These represented 62.5%. Four (4) were on Moslem land and 2

on land donated by lovers of education. These represented 25% and 12.5% respectively. However, it was not all that well with some UPE schools which operated on church land. They were always barred from using it maximally. This was verbally revealed to the researcher by a UPE school manager of one of the sampled schools.

She said, 'Some foundation body members of this school come to me. They told me not to use land beyond the verandahs of the school buildings. Surprisingly children who study in the school belong to the church members. I feel like giving up because of the school-church land wrangles.' When the researcher asked why this was happening, she replied; 'They want their land to be used in projects that can generate income for the church.' She concluded.

Among the private primary schools which were sampled, 3 were found having adequate fields for Physical Education, games and sports. These represented 23%. They were the 3 same schools which had land for some practical activities in Science, Social studies or any other subject areas. The rest of the schools which made 77% hardly had the facilities because they operated on small pieces of land where even expansion could not be made. However, it was noted that many of these schools always endeavoured to use the few public fields in the area to carry out games and sports activities.

#### **4.2.2 Findings from the instructional materials**

Noting that textbooks were the commonest instructional materials used in primary schools, the study examined their adequacy and accessibility to the teachers and the pupils. Argument of adequacy or inadequacy was based on the textbook-pupil ratio and

accessibility was about where they were being kept.

**Below is table 4.6 showing textbook-pupil ratio in the sampled schools.**

Textbook – pupil ratio	Category of schools					
	UPE			Private		
	Number of classes where ratio is:	Overall number of classes sampled	Percentage	Number of classes where ratio is:	Overall number of classes sampled	Percentage
<b>1:1</b>	2	16	12.5	1	13	7.7
<b>1:2</b>	1	16	6.3	1	13	7.7
<b>1:3</b>	1	16	6.3	4	13	30.8
<b>1:4</b>	5	16	31.2	2	13	15.4
<b>1:5</b>	3	16	18.7	3	13	23
<b>1:6</b>	2	16	12.5	2	13	15.4
<b>1:7 - 1:10</b>	2	16	12.5	0	13	0
<b>Total</b>	<b>16</b>	<b>16</b>	<b>100</b>	<b>13</b>	<b>13</b>	<b>100</b>

**Source:** Kamoga, (2011)

Study findings given in table 4.6 above indicated that in UPE schools, textbooks were still lacking a lot. Out of the 16 schools sampled, 12 of them had textbook-pupil ratios which were between 1:4 and 1:10. This represented 75%. The only 4 schools which represented 25% were the ones where the textbook-pupil ratios of 1:1, 1:2 and 1:3 were noted convenient for both the teacher and the learners. In private schools sampled, 7 out of the 13 had textbook-pupil ratios that were between 1:4 and 1:10. This represented

53.8%. Comparison in the textbooks indicated that the private primary schools were more equipped than the UPE schools where most of them needed many more.

Using the teacher’s questionnaire, the researcher wanted to establish how the instructional materials especially textbooks were being kept and how much pupils and teachers could access them when there was need.

**The table 4.7 showing methods used to keep instructional materials/text books.**

Methods of keeping instructional materials	Category of schools					
	UPE			Private		
	Number of schools	Overall number of schools sampled	Percentage	Number of schools	Overall number of schools sampled	Percentage
Keeping in classroom	3	16	18.8	4	13	30.8
Keeping in store	4	16	25	4	13	30.8
Keeping in library	2	16	12.5	2	13	15.4
Keeping in office	7	16	43.7	3	13	23
<b>Total</b>	<b>16</b>	<b>16</b>	<b>100</b>	<b>13</b>	<b>13</b>	<b>100</b>

**Source:** Kamoga, (2011)

From table 4.7 above, keeping instructional materials/ textbooks in UPE classrooms was low. In the 16 schools sampled, it was being done in only 3 schools. This represented 18.8%. In the 13 private schools sampled, it was being done in 4 schools and this represented 30.8%.

In some schools, bookstores were being mistaken to be libraries. When the researcher went on the ground, he discovered that what used to be called libraries were mere stores.

As noted from the table, out of the 16 UPE schools sampled only 4 had the facilities. This represented 25%. Among the private schools, 4 out of the 13 had store facilities for instructional materials. This made 30.8% of the sampled schools.

Use of library facilities for keeping instructional materials especially the textbooks was not so much in both the UPE and the private schools. Among the 16 UPE schools sampled, only 2 had libraries and this only represented 12.5%. Of the 13 private schools sampled, 2 of them had libraries and this represented 15.4%.

Keeping instructional materials in the school managers' offices was more usual in UPE schools. Seven (7) out of the 16 schools sampled, kept the instructional materials/textbooks in the school managers' offices. This represented 43.7%. Among the private schools sampled, 3 out of the 13 schools did so. This represented 23%. Keeping instructional materials in the school managers' offices was good but it was noted to reduce teachers' and pupils' accessibility to them. This would happen especially when the school manager was out of the school.

The researcher learnt from some respondents that the Ministry of Education and Sports had directed UPE school managers to release textbooks to pupils. The purpose was to increase accessibility and maximum use of them. However, by the time the research was carried out, the ministry directive had not been implemented due to fear that many them would get lost or mishandled by careless pupils.

#### **4.2.3 Findings on the use of equipment / new technology**

Through questionnaires and observation instruments, the researcher wanted to establish the use of the new technology in knowledge and information acquisition and material production.

Below is table 4.8 showing the use of the new technology in the acquisition of knowledge, information and material production.

Use of new technology in:	Category of schools					
	UPE			Private		
	Number of schools	Overall number of schools	Percentage	Number of schools	Overall number of schools	Percentage
<b>Knowledge and information acquisition</b>						
Use of radio(s)	1	16	6.3	1	13	7.7
Use of television(s)	1	16	6.3	1	13	7.7
Use of newspaper(s)	1	16	6.3	1	13	7.7
Use of internet	1	16	6.3	1	13	7.7
<b>Material production e.g. letters, exams</b>						
Use of typewriter(s)	3	16	18.8	2	13	15.4
Use of computer system(s)	3	16	18.8	7	13	53.9
Use cyclostyling machine(s)	4	16	25	5	13	38.5
Photocopier(s)	1	16	6.3	3	13	23.1
Printer(s)	1	16	6.3	2	13	15.4

Source: Kamoga, (2011)



From table 4.8, radio, television, newspaper and internet use to get new knowledge and information was only in 2 schools. One (1) was a UPE and another one was a private primary school. This represented 6.3% and 7.7% respectively.

Out of the 16 UPE schools only 3 had typewriters. This represented 18.8%. Among the 13 private schools, only 2 schools were found having and this represented 15.4%. Use of computer system to type letters and to print materials for pupils and teachers was noted in 3 out of the 16 UPE schools and 7 out of the 13 private schools. This represented 18.8% and 53.9% respectively. Use of duplicating machines for production of materials such as letters, pupils' exercises, tests and examinations was not so much. Out of the 16 UPE schools, only 4 had the machines. In the 13 private schools which were sampled, only 5 were found using the technology. In UPE schools it made 25% and 38.5% in private schools.

Photocopier use in production of paper materials only represented 6.3 % in UPE schools and 23.1% in private schools. The percentages were low because out of the 16 UPE schools, only 1 had. Among the 13 private schools, only 3 had the machine use. Printer use in paper work production was quite rare. Out of the 29 UPE in which the study was carried out, only 1 UPE and 2 private schools had the equipment. Percentage figures represented were 6.3 and 15.4 respectively.

#### **4.2.4 Findings related to motivation of teachers**

Through the school managers' questionnaires, the researcher wanted to establish modes used to motivate teachers to work hard in order to realize organizational goals. Teachers

stated a number of ways in which their school managers motivated them to work hard.

**Below is table 4.9 showing modes used to motivate teachers.**

Motivation mode	Category of schools					
	UPE			Private		
	Number of schools	Overall number of schools sampled	Percentage	Number of schools	Overall number of schools sampled	Percentage
Allowance	1	16	6.3	3	13	23
Tea& lunch	6	16	37.5	1	13	7.7
Guidance	1	16	6.3	1	13	7.7
'Thank you'	3	16	18.7	2	13	15.4
Incentives	4	16	25	4	13	30.8
Nothing	1	16	6.3	2	13	15.4
<b>Total</b>	<b>16</b>	<b>16</b>	<b>100</b>	<b>13</b>	<b>13</b>	<b>100</b>

**Source:** Kamoga, (2011)

From table 4.9 above, it was found out that only 1 out of the 16 UPE schools sampled gave allowances to teachers in order to realize organization objectives. This represented 6.3%. Among the 13 private schools sampled, 3 of them showed that allowances were motivators to teachers. This represented 23% of the respondents.

Giving teachers break tea and lunch was noted the commonest mode of motivation UPE school managers used. It was a private arrangement intended to make teachers available during the school time and to make them concentrate on school work. Out of the 16 UPE schools sampled, the researcher noted it a practice in 6 schools and this represented 37.5%.

Guidance was also used to motivate teachers to work hard so as to realize organizational goals. Among the 16 UPE schools, it was a practice in only 1 school. This represented 6.3%. Out of the 13 private schools, it was also observed in only 1 school and this represented 7.7%.

Besides guidance, another non financial mode some school managers used was a '*Thank you*'. The practice was common amongst school managers who did not have any other mode of motivation to offer. Out of the 16 UPE school managers, 3 used it and this represented 18.7%. Among the 13 private schools, 2 managers used it and this represented 15.4%. Use of incentives to motivate teachers was noted in 4 out of the 16 UPE schools. In the 13 private primary schools, it was a practice in 4 schools. These represented 25% and 30% respectively.

Among the 29 schools sampled, 1 respondent from one UPE school and 2 from two private schools declared nothing done to motivate teachers to work hard. This represented 6.3%.and 15.4% respectively.

#### **4.2.5 Findings about welfare of teachers**

Welfare was identified as a factor in influencing good performance. As far as it was

concerned, the study mainly focused on provision of tea, lunch and accommodation.

Using the school managers' and teachers' questionnaires, the researcher was able to establish schools in which the welfare of teachers in areas mentioned was catered for.

**Below is table 4.10 showing schools in which teachers' welfare in the area of feeding was catered for.**

Type of welfare	Category of schools					
	UPE			Private		
	Number of schools which provide:	Overall number of schools sampled:	Percentage	Number of schools which give:	Overall number of schools sampled:	Percentage
<b>Tea &amp; lunch</b>	6	16	37.5	13	13	100
<b>No tea &amp; lunch</b>	10	16	62.5	0	0	0
<b>Total</b>	<b>16</b>	<b>16</b>	<b>100</b>	<b>13</b>	<b>13</b>	<b>100</b>

**Source:** Kamoga, (2011)

From table 4.10 above, 6 out of the 16 UPE schools sampled gave teachers break tea and lunch. This represented 37.5%. In the other 10 schools, teachers did not have anything. This represented 62.5%. The researcher went ahead to observe that teachers in these schools had to improvise for themselves. In the 13 private schools sampled, teachers' welfare in the area of feeding made 100%. This meant that in all the private schools sampled, teachers were being given tea and lunch.

Below is table 4.11 showing how teachers are catered for in the area of accommodation.

Provision	Category of schools					
	UPE			Private		
	Number of schools	Overall number of schools sampled	Percentage	Number of schools	Overall number of schools sampled	Percentage
Teachers use school houses	8	16	50	8	13	61.5
Give teachers house allowances	0	16	0	0	13	0
Rent house for teachers	0	16	0	2	13	15.4
Nothing above is given to teachers	8	16	50	3	13	23.1
<b>Total</b>	<b>16</b>	<b>16</b>	<b>100</b>	<b>13</b>	<b>13</b>	<b>100</b>

Source: Kamoga, (2011)

From table 4.11 above, it was noted that out of the 16 UPE schools sampled, 8 of them provided some accommodation for teachers. This represented 50%. In the other schools, teachers neither received house allowances nor had houses rented for them. This as well represented 50% of the schools sampled. Among the 13 private schools in which the study was carried out, 8 of them provided houses to their teachers and 2 of them rented houses for their teachers. These represented 61.5% and 15.4% respectively. In the other 3 schools which represented 23.1%, nothing was being given to teachers to cater for their accommodation.

According to the findings, the researcher noted that in the private schools there was more caring for teachers' accommodation than it was in the UPE schools. Out of the 13 private schools sampled, 8 provided houses to the teachers, 2 rented houses and 3 had no accommodation for the teachers. These represented 61.5%, 15.4% and 23.1% respectively.

#### **4.3 Findings on funding of schools**

Challenges which affect performance of the schools and that of the school managers require adequate funds, physical facilities and materials. Using school managers' questionnaires, the researcher tried to establish monetary facilitation in place to sustain the schools.

School managers from UPE schools stated that the amount of capitation grants given to their schools depended on the number of pupils attending school. It was revealed that the government capitation grant for each UPE pupil was Shs. 437(Four hundred thirty seven shillings only) per month. In a term of about 3 months, it added to Shs. 1,311(One thousand three hundred eleven shillings only). Besides capitation grant, each UPE school was getting a threshold of Shs 100,000 (One hundred thousand shillings only).

According to school managers of private schools, school fees paid ranged from Shs.75,000 (Seventy five thousand shillings only) to Shs.200,000 (Two hundred thousand shillings only).

The researcher wanted to establish what school managers could do to run the schools in case there was any delay to release the capitation grants. Respondents stated a number of

ways which included use of their money to get goods and services, getting goods and services on credit, getting simple loans and getting material help from fellow school managers.

**Below is table 4.12 showing actions taken and number of UPE school managers that use them.**

<b>Action taken</b>	<b>Number of school managers who use it</b>		
	Number	Overall number sampled	Percentage
<b>Using one's money</b>	3	16	18.7
<b>Getting materials and services on credit</b>	6	16	37.5
<b>Getting simple loans</b>	4	16	25
<b>Getting material help from friends</b>	3	16	18.7
<b>Total</b>	<b>16</b>	<b>16</b>	<b>100</b>

**Source:** Kamoga, (2011)

From table 4.12 above, indicated that delayed UPE funds made 3 out of 16 school managers run schools by an alternative of using their own money. This represented 18.7%. Getting materials and services on credit was noted among 6 school managers of the 16 UPE schools. This represented 37.5%. Other 4 out of the 16 got simple

loans in order to pay for materials and services needed by their schools. These represented 25%. The last 3 out of the 16 UPE school managers used to approach fellow school managers who would assist them with urgently needed materials such as chalk. These ones represented 18.7% of the respondents sampled.

#### **4.4 Findings from other sources of funding schools**

Through the school managers' questionnaires and observation, the researcher wanted to find out whether schools had any other sources of income other than capitation grants and school fees.

Majority of the managers especially from the UPE schools stated that they had no any other source of money other than total reliance on UPE funds. The only UPE school with another source of income had a private boarding section where a fee of Shs.505, 000 (Five hundred five thousand shillings) was being paid for each child per term. Out of the 16 UPE schools sampled, this represented 6.5%. Likewise the majority of the private schools sampled had no any other sources of income apart from money raised as school fees. There were 2 out of the 13 schools which had vans that could be hired in case they were not on school duties. These ones represented 15.4% of the total number sampled. Five (5) canteens were seen in five sampled schools. One (1) was in a UPE school and 4 in the four private schools. These represented 30.8% and 6.3% respectively.

#### **4.5 Performance in Primary Leaving Examination (PLE) 2009**

The researcher had it from the Senior Education Officer that Kira Town Council was the zone in Wakiso district which had the highest number of first grades in PLE-2009. Using



the school managers' questionnaires, the researcher went ahead to find out whether the challenges identified in this chapter had any effect on schools' performance especially in the Primary Leaving Examinations (PLE). With reference to only PLE-2009 results, sampled UPE schools did not perform better than the private ones. The total number of 1st grades was 202 and out of them 102 were from one boarding school. The 2<sup>nd</sup> grades were 379 and the 3<sup>rd</sup> grades were 127. In the private schools, the total number of 1<sup>st</sup> grades was 311, the 2<sup>nd</sup> grades were 248 and the 3<sup>rd</sup> grades were only 20.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS**

#### **5.0 Introduction**

This chapter is focused on discussion, conclusion, recommendations and suggestions made after the research findings on the government funding policy and school managers' performance in UPE schools in Kira Town Council, Kyadondo county, Wakiso district.

#### **5.1 Discussion**

The government of Uganda was committed to introducing and funding the Universal Primary Education. The policy did not only attract a lot of pupils to join the government aided primary schools but also relieved parents who were finding it hard to pay the ever increasing school fees (Ssekamwa, 1999). However, the funding which Kayongo, (2007) defines as providing institutions with resources was being criticized a lot by the UPE school managers of Kira Town Council for its effects on their performance. They always expressed that funds were so irregular and inadequate that needs of their teachers and pupils could not be provided as required. Their schools always lacked adequate and quality facilities, necessary equipment and instructional materials. Motivating teachers to work in order to realize set objectives was very hard and their welfare in terms of feeding and accommodation became very hard to be catered for. The challenges which affected the school managers' performance and that of their schools at large prompted the researcher to go in for the study.

### **5.1.1 Expectations in a UPE school manager**

As the researcher went for the study, he had three objectives and the first one was about areas in which UPE school managers were expected to perform.

Responses indicated that they were expected to show good performance in academics, discipline, co-curricular, management of funds and putting more structures in their schools. According to Table 4.1, Chapter Four, academic performance was on top with a representation of 42% because it was what people mostly desired for. Most parents held a belief that academic was the only way to get their children well prepared for future good jobs which would cost less effort but pay highly (Ssekamwa, 1999). It was also a belief that through academic education one could reach a recognized standard (Maicibi, 2005). For example, this would happen when one got a professional job in Law, Medicine, Agriculture, and Engineering to mention but a few (Omona, 1998).

Discipline which is a non fundable aspect ranked as the second expectation in a school manager's performance and this finding represented 26%. It was considered paramount in an academic institution. This would help an institution to easily achieve its objectives. Conclusively, where there is discipline in an institution, there is good performance (Kasibante, 2004).

Good performance in co-curricular activities and good management of funds were expected areas of performance in a school manager. Each one of these represented 12%. Schools and their school managers always flourished because of good performance in co-

curricular activities and games and sports in particular. Steven et al, (1996) stated that school manager's performance was judged according to his/her schools achievements in games and sports.

As far as management of funds was concerned, school managers were expected to properly use funds and grants availed to school. Showing proper accountability was a requirement and failure to do so would lead to loss of school manager's position (MOES-Guidelines for Customised Performance Target, 2006).

Putting more structures in the school was also expectation in a school manager performance. This finding indicated a representation of 8%. Before the introduction of UPE which did away with Parents Teachers Associations (PTAs) fees contributions, school managers showed performance in constructions. Existing buildings were maintained and new blocks could be built in schools (Ssekamwa, 1999). Nowadays, it is a challenge to a school manager to put any structure in school because adequate funds are not available.

#### **5.1.2 Challenges which affect UPE school managers' performance**

Omona, (1998) and Ahimbisibwe, (2010) assert that facilities, equipment, instructional materials, motivation and welfare of teachers had a lot of effect on performance. It was added that adequate provision and effective use of them always lead to good performance of the teacher, the pupils and the school at large. The assertion provided a direction to the second objective which focused on identifying challenges that affected performance of the UPE school managers and their schools at large.

As far as facilities were concerned, Odaet, et al (1997) assert that in a school there should be good classrooms, a library, laboratory, fields to mention but a few. Contrary to statement of Khisa, (2010) that UPE schools countrywide had a shortage of classrooms, the study revealed that the UPE schools in Kira Town Council were generally rich in classrooms facilities. There were no under tree classrooms as it was the case in other parts of the country. However, most of them lacked quality in the sense that they were incomplete. They had door and window frames without panes and doors could hardly be locked. Others had unplastered walls and uncemented floors. There were also some classrooms with just door and window openings. Among some of these classrooms, intrusion and violent weather conditions were affecting instructional materials that could be left in. Mukombozi, (2011) states that poor conditions of classrooms do not only affect teaching and learning processes but also performance. Classroom conditions of the kind lead to an interpretation that school managers do not do much to encourage their teachers to leave instructional materials in classrooms as they can either get vandalized, taken by intruders or get spoilt by storms.

Among the private primary schools in which the study was carried out, the researcher found two well equipped and organized schools which on used family house rooms as classrooms. Generally, the rooms were observed too small to provide favourable conditions for teaching and learning. However, comparison indicated that most of the private schools had more and better classrooms than government aided /UPE schools.

According to Chapter Four, Table 4.2, the UPE schools had 69.7% and private schools

had 52.2% of semi complete and incomplete classrooms.

A library is a facility which Colin, R (1992) describes as an information and learning centre. In a modern library, information is not only found in books to which most people are accustomed but in a variety of other media such as films, tapes, pictures, charts, models and other teaching materials (Farrant, 1993). Colin adds that people learn best when they play an active part in the learning process. When people merely sit and are told something, they learn less effectively than when they find out themselves.

According to the study, there were quite few schools that had libraries. Out of the twenty nine schools sampled there was only one UPE school and two private schools that had the facility. As witnessed in Table 4.4, Chapter Four, they represented 6.3% and 15.4% respectively. Generally, teaching and learning in the sampled UPE schools largely depended on teachers and textbooks. Since it was still a long way to equip the UPE schools with libraries, parents should be encouraged to support the schools as they provide suitable books to start class level libraries.

Like the libraries, resource centres were also used to store books, charts, pictures, models and other teaching materials. The difference between the two was that materials in the resource centres could be provided by teachers, learners, parents and well wishers of the school. This would especially be good where funds were too inadequate to purchase all that needed in teaching and learning. In the centres, teachers and pupils get exposed to different materials which and when effectively used, it would be possible to realize good

performance especially in the academic and co- curricular activities.

Although starting a resource centre seems to be less expensive than starting a library, it is generally a rare facility because not many schools have extra classrooms in which one can be started. Among the 29 sampled schools, only 3 had. This only made 1.3%. On good note, they were all UPE schools.

Odaet et al, (1997) assert that a playground is a facility which every school should have. In the playground, practical lessons in Physical Education and other field games such as football, netball and sports can be carried out. In the UPE schools, lack of space for playgrounds was not so much as compared to the private primary schools which were sampled. As per Table 4.5, Chapter Four, 4 out of the 16 UPE schools and 10 out of the 13 private schools sampled lacked the facility. The figures represented 25% and 76.9% respectively. It was observed that most of the schools which lacked the facility operated on small plots of land. This was noted to have effect on practical teaching and learning which required plenty of space. However, most of school managers whose schools lacked the facility always endeavoured to make their schools use public fields in the area. This used to happen especially during the seasons of preparing for zonal games and sports competitions.

Lack of land also affects carrying out practical Agricultural Science in schools. This is witnessed in Chapter Four, Table 4.5 where only 4 UPE schools and 3 private schools had adequate space for practical studies. These represented 25% and 23.1%. However, improvisation was observed in one of the sampled UPE schools where some small scale

crop farming was being practiced using sisal sacks and broken plastic basins. Crops such as tomatoes, egg plant and cabbages had been planted and they were doing well.

Some schools operating in small areas were seen to be surrounded by plenty of land. However, it was sadly noted from their managers that it was hard to make any expansion as the land was too expensive to purchase.

Odaet, et al, (1997) assert that a teacher to teach well and effectively needed instructional materials and lack of them would make his/her teaching more theoretical than practical. When the researcher went to the field, he observed and noted that textbooks and charts were the commonest instructional materials used. Research findings further revealed that textbooks in sampled schools were still inadequate as textbook- pupil ratios ranged between 1: 4 and 1: 10 as observed in Table 4.6, Chapter Four. This represented 74.9% in the UPE schools and 53.8% in the private primary schools. World Bank support to Uganda to make 1:3 textbook - pupil ratio (Daily Monitor newspaper of 29<sup>th</sup> March 2010) and the government's intention to improve the textbook-pupil ratio from the national average of 1:6 to 1:1 by the year 2003 were already overdue (Odaet, et al 1996). Indeed, the situation was greatly calling for more government support in funding.

Safety reasons make many school managers keep the school textbooks and any other valuable instructional materials in their offices (Mugabi, 2011). Cases similar to Mugabi's experience were noted in some of the sampled schools. The researcher observed that most of the textbooks kept in school managers' offices were still in good shape and clean. This was enough to explain that they were not regularly being used.



Keeping the instructional materials in offices is good but disadvantageous as useful knowledge contained in them is rarely tapped by the pupils.

According to school managers, the Ministry of Education and Sports directed to give textbooks to pupils. The role of school manager and the teachers was to monitor as the pupils used and kept the textbooks themselves. Purpose of doing so was to increase accessibility and academic performance of the learners. By the time the research was carried out, the directive had not been implemented for fear that many would be lost in hands of careless pupils.

Most of the classrooms in private schools were observed safer than those in UPE schools. They had doors and windows which could be locked to stop intrusion. Therefore, use of the school managers' offices to keep instructional materials was not so much. Classrooms were used more to display non textbook instructional materials such as wall charts and maps. Textbooks were being kept in some classroom corners where the pupils and teachers could easily access them.

Recurrent instructional materials such as chalk, manila cards and pens bother UPE school managers a lot. This usually happens when there is a delay to release the capitation grants (Kaaya, 2010). According to Chapter Four, Table 4.12 some school managers resort to going for materials on credit so that teaching and learning does not stagnate (Mukyala, 2010). These represented 37.5% of the respondents. Others go to fellow school managers for either material or financial assistance. These represented 18.7%. Provision of regular

and adequate capitation is important as it saves a manager from such burdens (Kairu, 2010). Research revealed all these happening especially in schools which entirely depended on government capitation grants.

Teachers and pupils in modern schools now days use radios, televisions, newspapers and internet to acquire new and useful knowledge and information. The good and suitable knowledge and information acquired could be utilized to increase academic performance (Businge, 2010). The study findings therefore revealed that most of the sampled UPE schools which entirely depended on government funds lacked the use of any of the media mentioned because they could not afford acquiring them. As per Table 4.8, Chapter Four, it represented only 6.3%. In the private primary schools, this was 7.7%. So, teaching and learning largely depended on the teachers' knowledge and those of the few textbooks available in the school.

Use of new technology equipment such as computers, photocopiers, printers, copy printers and duplicating machine is on increase in schools (Ellington, 1987). The machines can be used in preparing letters, reports, pupils' exercises, tests and examinations. Ashworth, (1999 asserts that stable funding would make the acquisition and maintenance of these equipment possible.

Research findings revealed that some UPE schools could not even afford an old system of using a manual typewriter and a manual duplicating machine. Since getting any printed materials or getting any materials printed always required some money available, even giving pupils papers for practice purposes was noted rare.

Another factor which influenced performance was the degree to which the teachers were motivated to work. Komunda, (2006) states that motivation is a magic ingredient which the manager has to add to the work situation to generate results. It induces a person to perform effectively in his or her job for their own good and for the benefit of others (Aguti, 1995). In a school, the teacher is the most important resource if good performance is to be realized (Steven, et al 1996). Therefore, he/she needs some motivation so that he/she works hard. This helps the school to achieve its objectives.

According to Table 4.9, Chapter Four, the study revealed a variety of modes used to motivate teachers in order to increase performance. The modes differed from one school to another. While some school managers used money, incentives and meals, others used guidance and '*Thank you*' or nothing to motivate their teachers.

Maicibi, (2005) asserts that good pay gives satisfaction to an employee. However, salaries of the teachers in the UPE schools are not yet enough to satisfy them (Okiror, 2011). The researcher concurs with the statement as none of the respondents mentioned salaries being a motivational factor. Low salaries influence some teachers to leave teaching in classes and go for odd jobs to get more money (Baguma, 2010). The government's plan to increase teachers' salaries was eagerly waited for but this as a motivational factor might take long to happen. Since the unstable economy of Uganda also affected teachers, it would be important to regularly revise teachers' salaries. This might help them to cope with the skyrocketing cost of living (Kagolo, 2011).

Parents –Teachers Associations (PTAs) were voluntary organizations that were started to

save primary schools from bad situations. For instance, the government's failure to pay teachers adequate salaries prompted the parents to step in and share the responsibility (Omona, 1998). As it is today, academic was a great concern to parents and for purpose of improving performance, teachers on government payroll used to have their salaries topped up (Ssekamwa, 1999). When UPE was introduced, the PTA function of motivating teachers using money was no more because collecting any money from parents was made illegal and it was more concretized by the Education Act 2008, Section 15, Sub-section 5.

Among some of the sampled UPE schools, provision of light tea and food for lunch was noted and observed in 6 out of the 16. According to Chapter Four, Table 4.10, this represented only 37.5%. Besides salaries, good tea and lunch which made 100%, some private schools were topping up teachers' salaries with allowances. This also represented 100%. This led to an impression that some of the sampled private primary schools were performing better than the sampled UPE schools because the teachers had a number of ways they could be motivated.

Another factor which has effect on performance of a school is the way in which the teachers' welfare is catered for. Welfare involves taking care of one's needs such as health, housing and food (Aguti, et al 1995). Of the three aspects of welfare, housing and feeding were noted to be more essential to teachers. Different assertions were given on how the two aspects of welfare affected teachers' performance. For instance, Ahimbisibwe, (2010) asserts that providing mid-day meals to teachers and pupils helps

them concentrate on work and hence improving performance. Mukyala, (2010) asserts that lack of provision for teachers' accommodation causes absenteeism of teachers which results into poor performance of pupils and the school at large. Besides absenteeism, teachers who were not provided with accommodation at school usually came to school late due to long journeys and this had an effect on performance. Among the 16 UPE schools sampled, only 8 provided accommodation to a few teachers. The rest catered for themselves. Success in any strategy such as improving performance in a school, teachers are key elements (Brown, 1996). Therefore, provision of accommodation to teachers within or near school premises is an issue which calls government's immediate attention or else challenges mentioned will continue to affect performance of teachers, pupils, school managers and UPE schools at large. Among the 13 private primary schools sampled, in the 8 (61.5%), teachers could be accommodated in school houses. In other 2 which made 15.4%, teachers were being accommodated in houses rented by the schools.

Research findings indicated that teachers' welfare in UPE schools was not as good as it was in private schools. While most of the teachers in UPE schools catered for themselves, most of their counterparts in the private schools were being given tea and lunch. For instance, among the 16 UPE schools sampled, 6 (37.5%) provided tea and lunch to the teachers. In the other 10 schools which made 62.5%, teachers had to improvise for themselves.

It is also important to note that pupils are also great stakeholders in the school managers' performance. This implies that their welfare especially in terms of feeding when at school

is an issue which should be attended to. Ahimbisibwe, (2010) and Othieno, (2011) respectively assert that giving mid-day meals helps pupils to concentrate on studies and it greatly boosts their performance.

The study revealed that providing mid-day meals to pupils in some of the sampled UPE schools could only cater for the few children whose parents afforded paying for it. The government's idea that parents should pack school lunch for their children was good but was still failing since what was even being shared in some homes was too little to have any food spared for the child to carry to school for lunch (Mugabi, 2011). This meant that the majority always had to study on empty stomachs.

As most of the challenges discussed above require adequate and availability of funds, the researcher tried to establish the income of the UPE and the private schools.

By the time the study was carried out, the government capitation grant for every child in a UPE school was Shs. 437(Four hundred thirty seven shillings only) every month. In a term of three months, it could only add to Shs 1311 (One thousand three hundred eleven shillings only). The fewer the pupils in the school, the less the capitation grant (Mambule, 2010). Although on top of every UPE school capitation grant the government was adding on a threshold of Shs 100,000 (One hundred thousand shillings only), schools with few pupils were getting very little money. Private schools entirely depended on fees paid for every pupil. Among the schools that were sampled, fees paid ranged between Shs. 75,000 and Shs.200, 000 every pupil per term. Capitation grant and fees comparison indicated

that private schools were able to provide all that could be needed to make good performance.

Although in UPE schools the government pays the teachers' salaries, buys and provides some instructional materials, the money provided to the schools in the form of capitation grant is inadequate and irregular to enable school managers run the schools as expected (Kigongo, 2010). The money is also little when compared with cost of living and the inflation (Ahimbisibwe, 2011). While the capitation grant for a UPE child is Shs 1,311 (One thousand three hundred eleven shillings) pupils in the private primary schools sampled were paying between Shs 75,000 (Seventy five thousand shillings) and Shs 200,000 (Two hundred thousand shillings) a term. This was indeed an overwhelming difference.

Irregularity of capitation grants affects UPE school managers more than its inadequacy. When funds are delayed, they get materials and services on credit, get loans, use their own money in and others get material help from friends. The UPE school managers' actions of the kind represented 37.5%, 25%, 18.7% and 18.7% respectively. This is the reason why Birungi, (2010) attributes poor performance of UPE school managers to irregularity and inadequacy of the capitation grant.

### **5.1.3 Other possible ways of funding UPE schools**

The study revealed that most of the needs in the sampled UPE schools largely depended on the capitation grants. In case they delayed, school managers had challenging situations. On overcoming some of the challenges discussed above, objective three of the

study focused on identifying other possible ways of funding UPE school managers and schools at large in order to improve performance.

Maicibi, (2005) advises that schools have internal income generation of revenue so that money raised could be used to solve problems which neither required much money nor waited until capitation grants were made available. Simple projects that could be started in schools to generate income include; farming in animals and crops, making and selling handcrafts, forming Music Dance and Drama groups. Others may include starting school canteen to deal in stationary and edibles, getting donors and fundraising. Showing proper accountability for funds raised was neither against the UPE funding policy nor the Education Act, 2008 in which it was illegal to make parents pay any money.

Providing quality education was one of the objectives of introducing UPE (MOES – Enhancing UPE: A stakeholder’s handbook, 2004). This was witnessed when the Primary Leaving Examinations were administered to pupils at Primary Seven level. At the level, pupils were examined to see the quantity and the quality of education acquired. The study and the PLE results of 2009 indicated that a lot of facilitation was still needed if quality performance in UPE schools was to be realized.

## **5.2 Conclusion**

Conclusion is made to the effect that the UPE school managers’ failure to perform to the expectations of the public was caused by the government. It has not done enough to put the necessary facilities in schools. For example, there were very few schools that had new



classrooms constructed through the School Facilitation Grant (SFG) programme. The researcher observed that every school that had ever benefited from the programme only had one block which had a school manager's office and two classrooms. Some schools had classrooms which were as they were before the introduction of UPE in 1997. If they were incomplete, they were up to then incomplete. Others had never even had any facelift. Other essential facilities such as libraries resource centres, adequate fields and land for practical lessons, games and sports were lacking.

Though new technology provided equipment such as computers, photocopiers and duplicating machines, copy printers that make paper material production easy, many sampled UPE schools were still a long way to acquire them. Media such as internet, radios, television and newspapers were very hard to afford. Instructional materials are inadequate and the few which were available were not easily accessed due to lack of convenient storage facilities.

While teachers still lacked motivation to do their work, some essential areas of their welfare had not been seriously attended to by the government. For example, many were neither provided with accommodations nor facilitated with housing allowances. Certainly it is the state in which most of the sampled UPE schools operated that severely affected performance of the pupils and the teachers and when the two fail to perform the school manager and the school at large could not perform.

### 5.3 Recommendations

Basing on the research findings, discussion and conclusion, the researcher made the following recommendations;

- (i) The Ministry of Education and Sports should provide regular and adequate UPE capitation grants to enable school managers provide all that are needed by the pupils, the teachers and the schools at large,
- (ii) The government should regularly revise the capitation grants so as to make them suit the economic situation of the time.
- (iii) The government through the Ministry of Education and Sports should revise Its funding policy in the UPE schools to even cater for all teachers' accommodation and lunch. Pupils should also be considered for lunch.
- (iv) Inspectors of schools from the Ministry of Education and District Education Departments should regularly visit schools so that they assess situation and needs of the UPE schools. They should then present findings and advise the government on appropriate action that must be taken to improve UPE schools.

### 5.4 Suggestion

Since this was a case study about, *The government funding policy in the UPE schools and school managers' performance in KiraTown Council, Wakiso district*, the researcher suggests that a similar study which is on a broader scope is carried out. This will help the government to get more informed about the needs and conditions of the UPE schools and

to plan well for better service delivery. This will lead to improved performance among the main stakeholders namely the pupils, the teachers and the managers of the UPE schools. Above all, the government will be able to achieve the good objectives it set when it was starting UPE in Uganda education system.

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**Appendix I**

**INTERVIEW GUIDE FOR CHIEF ADMINISTRATIVE OFFICER**

1. How many UPE schools are in Wakiso District?

.....

2. How many UPE schools are in Kira Town Council?

.....

3. What is the criterion of appointing a headteacher in a school?

.....

.....

4. What are the areas in which an appointed headteacher is expected to perform?

.....

.....

.....

5. How is a headteacher facilitated to perform?

.....

.....

6. How much money is allocated to each pupil in the UPE School?

.....

7. How often do headteachers get the school capitation grants?

.....

8. Why do headteachers sometimes take long to get the capitation grants?

.....

9. What are headteachers expected to do when they take long to get the capitation grants?

.....  
.....

10. How does the government cater for inflation in prices of instructional materials?

.....  
.....

11. What plans has the government to develop the UPE schools?

.....  
.....

12. Which schools in Kira Town Council have benefited from the school facilitation grants (SFG)?

.....  
.....

13. What plans has the government to improve on pupils' and teachers' welfare?

.....  
.....

14. How are the non performing headteachers treated?

.....

**Appendix II**

**SCHOOL MANAGER'S QUESTIONNAIRE**

**For purpose of improving the funding system and good performance of schools, you are humbly asked to respond to the following honestly.**

1. When were you appointed in the management of the school?

.....

2. Identify the areas in which your chief employer and stakeholders expect you to perform?

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

3. What monetary facilitation is in place to enable you achieve the above expectations

.....

.....

4. In case of a government aided school, what determines the amount of funds a school gets?.....

5. How many pupils do you have in the school?.....

6. How much does your school get as capitation grant? .....

7. How many times a term is this one supposed to be?.....

8. What do you do when there is a delay to release the UPE funds?.....

.....

9. What is your comment on the adequacy and regularity of government funds

availed to your school?

.....

.....

10. Has the school ever benefited from any school facilitation grant (SFG)?.....

11. If yes, how?.....

-----

**(For private school manager)**

How much tuition does each pupil pay in a term?.....



- (a) Has the school got any other income generating project?.....
  - (b) If yes, how much money is raised from it?.....
  - (c) What are the areas in which raised money is used? .....
- 

Land, facilities, instructional materials and equipment, motivation of teachers and welfare for both teachers and pupils contribute to the nature of performance in the school.

(a) **Land**

- 12. What is the size of the land on which the school operate?.....
- 13. Has the school got enough area for co-curricular activities such as games and sports subjects such as Physical Education and Agriculture? .....
- .....

(b) **Instructional materials**

- 14. Has the school got adequate instructional materials needed by the learner and the teacher?.....
- 15. If No, why are they inadequate? .....
- 16. Does the school use new technology for efficient and effective teaching, learning and

material production?.....

17. If Yes, mention what you have;

(i) .....(ii) ..... (iii) ..... (iv) .....

(v) ..... (vi) ..... (vii) ..... (viii) .....

**(c) Teachers' motivation and remuneration**

18. What is the basic salary for each teacher? .....

19. Does the school top-up teachers' salaries? .....

20. If yes, how much does each get as a top-up? .....

21. What else do teachers do to supplement their salaries? .....

.....

22. When do they do so? .....

23. How does it affect school activities and programmes? .....

.....

**(d) Welfare**

24. Is the school able to provide teachers with break tea or porridge?.....

25. Is the school able to provide teachers and pupils with mid-day meals?.....

- 26. If No, why? .....
- 27. How do the teachers help themselves?.....
- 28. How does this affect school activities/ programmes and performance at large?  
.....

**(i) Accommodation facilities**

- 29. Does the school have teachers' houses? .....
- 30. If yes. How far are they from school? .....
- 31. How many teachers are given house rent? .....

**(f) Academics and performance in previous P.L.E**

- 32. How many times is the candidate class tested? .....
- 33. Does the school print or buy exams?.....
- 34. If it does not, why?.....

Year	1 <sup>st</sup> Grades	2 <sup>nd</sup> Grades	3 <sup>rd</sup> Grades
2009	.....	.....	.....

**(g) Co-curricular activities**

35. Does the school regularly participate in subs zonal sports and games, music dance and drama competitions?.....

36. If no, why?.....

37. What future plan to improve your performance and that of school do you have?

.....

.....

**Thank you for your contribution and co-operation.**

**Appendix III**

**INTERVIEW GUIDE FOR PRIVATE SCHOOL DIRECTORS/OWNERS.**

SCHOOL IDENTIFICATION NO.

1. When was the school started?

.....

2. What was the purpose of starting the school?

.....

.....

3. How much money was used to construct the school?

.....

4. What is your monthly spending on the school?

.....

5. How much school fees does each pupil pay a term?

.....

6. How much money was given to the headteacher to run the school?

.....

7. How much money do you think is used to sustain a pupil at school?

.....

8. How many teachers are employed?

.....

9. What is the basic salary of each teacher?

.....

10. How are the teachers motivated to do their work?

.....

11. How else do teachers benefit from the school?

.....

.....

12. How does the school cater for the welfare of the pupils and the teachers?

.....

.....

13. What future plan do you have for the school?.....

**Appendix IV**

**TEACHER'S QUESTIONNAIRE**

For purpose of improving the funding system and performance of schools, you are humbly asked to respond to the following honestly.

1. **Class taught** :.....

2. **Number of pupils** :.....

3. **Classroom environment**

(a) Tick the type of classroom in which you teach:

(i) well constructed classroom

(ii) temporary classroom/ just a shelter

(iii) under-tree classroom

(b) Are all pupils provided with comfortable seats?

.....

(c) How many pupils sit at a desk?

.....

(d) Is the classroom floor cemented?

.....

(e) Are the classroom walls plastered and painted?

.....

(f) Do you display charts and pupils' work display?

If no, why?.....

**4. Instructional materials**

(i) Are there enough text books in all the subjects?

.....

(ii) What is the text book - pupil ratio?

.....

(iii) What other non textbook materials do you commonly use in teaching? (list them)

a .....

b .....

c. ....

d. ....

e. ....

f .....

g .....

h .....



i ..... j .....  
k ..... l.....

(iv) How do you keep the instructional materials safe?

(v) Does the headteacher give any money for buying any other instructional materials that might be needed in a lesson?.....

**5. Teaching practical subjects**

Does the school have enough space for practical subjects such as Physical Education and practical agriculture?

.....

In case the school has no space, what do you do with such practical subjects?

.....

**6. Welfare**

(i) Does the school provide break tea or porridge to the pupils and the teachers?

.....

(ii) If no, why?.....

(iii) Does the school provide mid day meals to the pupils and the teachers?

.....

(iv) If no, why?.....

.....

(v) How do the pupils help themselves out of the hunger problem?

.....

(vi) How does the *no feeding at school* affect the school programmes?

.....

(vii) Does the school provide accommodation/ allowances to all teachers?.....

(viii) If no, how do the teachers go about it?

.....

### **7. Testing in academics**

(i) How often do the pupils do exams?

.....

(ii) How does the school get exams?.....

(iii) Is there any means of printing exams from the school?

.....

(iv) If yes, how.....

(v) If no, how does it affect the performance of the class?

.....

**8. Co - curricular activities**

(i) Does the school usually participate in co-curricular activities? : .....

(ii) If no, why?

.....

**Thank you for your contribution and co-operation.**

**Appendix V**

**OBSERVATION GUIDE**

SCHOOL IDENTIFICATION NUMBER

1. Facilities

Size of the land on which the school operates

Size of the fields/ playgrounds

Number of buildings

Number of classrooms

Library

Book store

Resource centre

2. Enrolment

Number of pupils

Number of streams

3. Number of teachers

4- Teachers' welfare

(i) Provision of

Tea during break time

Mid day meal

(ii) Accommodation

Number of teachers' houses

5. Instructional materials and equipment

Radio(s)

Television

Newspapers

Internet /

Computers

Overhead projector

Adequacy of textbooks

Textbook- pupil ratio