

**FUNDING MECHANISMS AND THE QUALITY OF LEARNING
IN PRIMARY TEACHERS' COLLEGES: THE CASE OF
BISHOP WILLIS CORE, IGANGA UGANDA.**

BY

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DECLARATION

I, Musasizi Michael, hereby declare that this dissertation titled “Funding Mechanisms and the Quality of Learning in Primary Teachers’ Colleges, the Case of Bishop Willis Core, Iganga Uganda.” is my original work which has never been submitted to any institution for any award.

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APPROVAL

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DEDICATION

This work is dedicated to my family members; Lourine, Emmanuel, Ethan, Noeline and Miriam for being so supportive at all times.

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LIST OF ACRONYMS

PLE	:	Primary Leaving Examinations
NCDC	:	National Curriculum Development Centre
UNEB	:	Uganda National Examinations Board
MoES	:	Ministry of Education and Sports.
MoESTS	:	Ministry of Education, Science, Technology and Sports.
IEQ	:	Improving Education Quality
USAID	:	United States Agency for International Development.
P.T.Cs	:	Primary Teachers' Colleges.
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation.
S.P.	:	School Practice
G.111	:	Grade Three
GoU	:	Government of Uganda
PTE	:	Primary Teacher Education
TIET	:	Teacher Instructor Education and Training
ITEK	:	Institute of Teacher Education Kyambogo
NAPE	:	National Assessment of Progress in Education

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ABSTRACT

The purpose of this study was to establish whether there is a significant relationship between funding mechanisms and quality of learning in the PTC in Uganda. The study was carried out at Bishop Willis Core PTC Iganga in Eastern Uganda. Three objectives namely; to establish the relationship between students' financial contributions and the quality of learning; to establish the relationship between government funding and the quality of learning; and to examine the relationship between donor funding and the quality of learning guided this study. The sample comprised of one principal, two deputy principals, twenty eight tutors and one hundred and nine teacher trainees. Data was collected by use of questionnaires, interview and document analysis. The study used both quantitative and qualitative method to analyse the findings. The findings showed that there was a significant and positive relationship between funding mechanisms and the quality of learning in primary teachers' colleges. The findings revealed that increased funding enables colleges to have enough and relevant instructional resources and motivated tutors to work. The study recommends that government should provide means on how to provide more funds to the Primary Teachers' Colleges so that more instructional materials are acquired, tutors' salaries are enhanced, and more provision of more continuous professional developments, programs effective monitoring and support supervision.

CHAPTER ONE

INTRODUCTION

1.0.Introduction

This study focused on funding mechanisms of Primary Teachers' Training Colleges and the quality of learning in PTCs in Uganda. The study used a case of Bishop Willis Core PTC in Eastern Uganda. This chapter consists of the background to the study, a statement of the problem, the study's aim, objectives, research questions, scope, and significance, as well as a theoretical and conceptual framework.

1.1 Background to the Study

1.1.1 Historical Perspective.

For the last three decades world over, the education sector has experienced rapid expansion, which has increased private and public costs to education. However, specific education sectors have experienced inadequate financial resources which has consequently affected the quality of learning in educational institutions (Ajayi, 1996). Quality of education has been a major goal since the 2000 Dakar Education for All (EFA) framework (Global Monitoring Report GMR, 2015). "Quality", However, is elusive, in part because If equitable enrolment, gender parity, retention, outcomes, and completion are the goals of education, quality and equality are inextricably linked (Alexander, 2015)

Wolff (2015) when discussing education expenditures argues that despite the fact that school education is expensive, long-term spending patterns generally reflect a constant growth in the cost of human resources and a decline in other learning resources. Other studies show that because public sector services, particularly education, have little potential to replace human resources with less expensive productive capital, such as machines, public education prices will continue to rise. (Baumol, 2012). It has been noted that education senses have risen

in OECD countries over time, and education services have become more expensive than other goods. (De Witte & Lopez-Torres, 2017). This implies that both the private and public costs to education continue to rise in OECD countries (OECD, 2012).

Malaysia's efforts to promote human capital quality in terms of knowledge, skills, and attitudes for economic development included the formulation of the Human Capital Policy, the National Service Training Program, and Vision 2020. (OECD, 2012). As a result, the government has made significant adjustments to legislation, programs, and plans in order to promote education system development. They've also kept an eye on education spending to ensure that it meets its goals on time, which has increased the quality of teacher training (Lee, 2000b). Similarly, teacher career options in Singapore are well-defined, well-paid, and tailored to tutor interests. Tutors have the option of becoming a master-tutor, curriculum creator, or institution leader (OECD, 2011).

The Commission for Africa report (2005) describes many African institutions as being “in a state of crisis” they lack the basic resources and services such as internet connectivity, library services, laboratory equipment and adequate classroom space which are the basic resources to instructional process that would ensure good quality of learning.

However, when it comes to East African countries, Kenya education sector has been encountering exceptional demand for services, far beyond its supply capacity. In an environment of falling government financial support, teachers' colleges are encountering demand-related difficulties in terms of access, relevance, and quality (Nyaigotti-Chacha, 2005). There have been calls for public institutions to develop innovative techniques to enable more Kenyans to obtain education. Currently, the problem for Kenyan institution management is how to provide high-quality education in the face of rising demand and shrinking government financing. According to Kinyanjui (2007), there is a widespread perception of a decline in the quality of teacher education and training in Kenya as a result of over-enrolment, insufficient

and outdated teaching and learning facilities, and low staff morale, all of which are factors that severely compromise the quality of instruction..

As a result of the advent of missionaries in Uganda, formal education was introduced in 1875, and the first teachers were missionaries (Ssekamwa, 2000; Scanlon, 1964). Teachers needed to be trained in order to deliver the new curriculum. Mukono, Nsambya, Bikira, Gulu, Namirembe, and Rubaga were among the first teacher training colleges to open their doors. In 1930, the Uganda Protectorate government established Nyanjeeradde Teacher Training School (current Makerere Primary School) to train Kiswahili teachers, but it was later closed by the government, and a Muslim teacher training school was established at Kasawo in Mukono District, but later transferred to Kibuli during the 1950s (Ssekamwa, 2000).

In 1948, a Teacher Training College was established in Nyakasura, and in 1954, it was relocated to Kyambogo Hill. The National Teacher's College Kyambogo (NTCK) and later the Institute of Teacher Education Kyambogo were established by a legislation of parliament in 1989. (ITEK). Kyambogo and Nsuube specialized in teacher preparation for Primary Domestic Science. In terms of funding, a cost-sharing model was used, with students paying between \$42 and \$50 on average (Scanlon 1964), and the government providing \$77 per student per year. Teachers in Grades 2 and 3 were eventually required to advance to Grades 3 and 4. (Ssekamwa, 2000). The present education changes and teacher education reforms stem from Kajubi's (1989) Education Policy Review Commission Report, whose recommendations became the Government's policy. Funding of PTC in Uganda involves various mechanisms. The major funding mechanism is public funding from the national treasury and contributed in form of capitation grants per student enrolled that is Uganda shilling 3,523 per day for a preservice student teacher (Thematic report 3 MoES, 2018). This is supplemented by the contributions made by the students in form of buying uniforms, transport, pay for utilities and provision of scholastic materials. In addition to the above mechanisms, in 2003, donors agreed to disburse funds through the Government of Uganda (GoU) budget as a supplement to those resources

already planned for the education sector. This made it easier to increase education spending to assist UPE implementation and primary teacher training. Since 2008/09 the education sector, earlier ranked second among the best-funded sectors in Uganda has declined to the fourth position as revealed by the National Budget Framework Paper (NBFP) for FY2017/18, this has directly affected teacher education funding.

The GoU while funding PTCs to consolidate for the quality of learning has enacted teacher service provisions which have ushered in a number of reform initiatives to improve tutor motivation which would enhance their performance so as to ensure good delivery. The Public Service Pay Reform Strategy, which was implemented in April 2002 and authorized by Cabinet in August 2006, consolidated public sector pay into a single spine structure with the goal of eliminating compensation disparities for tutors and other civil servants of similar rank in salary scales. The strategy led to significant pay increase for some categories of employees and staff like scientists and researchers.

Kagoda and Akullu (2013) stated that the government of Uganda offers minor payments to colleges to cover the costs of the programs, which cannot afford tutors' full involvement outside of their classroom work. As a result, trainees exclusively connect with their teachers in a structured setting and during a class activity. Furthermore, colleges are unable to purchase necessary teaching and learning materials; in some cases, feeding students becomes an issue, lowering the level of learning and, as a result, the quality of graduates is compromised.

1.1.2 Conceptual Perspective

Funding mechanisms are the different channels schools and institutions use to get educational resources to spend on the key areas and improve on the performance of students (Garet, et al., 2017). According to Perryman (2018), a significant body of research suggests that education spending is increasing by three major stakeholders; students, government and donors that lead to better student outcomes. Poor financial situation has been shown to influence academic performance,

mental and physical well-being, and the capacity to find work after graduation, according to research (Kallison & Cohen, 2010)

On the other hand Quality of learning means a multifaceted construct consisting of the knowledge, skills and attitudes of teachers and learners that contribute to success in learning (DiPerna and Elliott, 2002). The Identified needs for quality of Developing future teachers' pedagogical knowledge; increasing classroom experiences (Pryor, Akyeampong, 2012); increasing assessment methods training (Gove & Cvelich, 2011); developing skills in how to support learners from diverse backgrounds and those with special learning needs (Blomeke & Delamey, 2012); and providing trainees with experience of a variety of teaching methods and strategies (Akyeampong, Pryor, & Westbrook, 2012).

According to studies, the single most significant educational level component determining student accomplishment is 'quality of learning' (OECD, 2005). As Goe (2007) study on examination of quality learning; focused on three categories of teacher quality indicators, namely; teachers' knowledge, skills, and attitude which significantly contribute to learners' positive performance.

Similarly as Kennedy (2008) declares that the quality of learning to be efficient, and a good role model, it needs to be well organized, establish clear goals and expectations, and keep pupils focused on the activity at hand.

1.1.3 Theoretical Perspective

Human Capital Theory advanced by Schultz (1961) and supported by Becker (1994) guided this study. The theory states that investment in education should lead to acquisition of skills, knowledge and values which are rewarded in the labour market. A proponent of the Human Capital Theory, Becker (1994), it also assumes that it is possible to explain a wide range of empirical occurrences. He argues that unemployment rates are inversely proportional to skill

levels. Professionals and other skilled employees who are educated and productive have a favorable wages distribution. Therefore, adequate funding mechanisms to PTCs and availability of teaching and learning resources are necessary for ensuring quality of learning of students and equipping them with the necessary abilities and skills for meaningful employment needed for effective teaching performance while on the job.

1.1.4 Contextual Perspective

Uganda has fifty two P.T.C. seven are privately owned and forty five are both government aided and co-owned. All Primary Teachers Colleges providing residential training for the Primary Teaching Certificate [Grade III], the minimum requirement for teaching in primary schools. The P.T.C. follows a standard curriculum developed by Kyambogo University for primary teacher education certification. Public funding is a major source of funds for PTCs. The government aided PTCs are provided with capitation grant, salaries for tutors, instructional materials, infrastructure and other related resources. Students' contribute in form of uniforms, transport, utility pay and other scholastic materials like books (Kagoda & Akullu 2013)

Of the forty five colleges, twenty three are categorized to be core P.T.C. which run both preservice and in-service programmes while twenty two P.T.C. conduct pre-service training only. Pre-service takes direct entrants from secondary level and in-service focuses on un-trained teachers who are licensed to teach in primary schools. P.T.C. requires a minimum of an Ordinary Level certificate with a credit in mathematics and English, as well as a pass in at least two sciences (MoES, 2017).

MoES introduced a new curriculum in 2013, and established Directorate of Education Standards (DES) in 2014 to act as control organ and has zoned CCTs to assist Primary School Teachers in their daily teaching activities. This is an innovation bringing out a wide range of new content, but the most far-reaching change it proposed was in approaches to teaching and learning. Tutors are now expected to model learner centered strategies to their students to

support the development of independent learning skills and self-reliance. When the teachers are exposed to this style of learning, it is reasonable to expect that they would put it in practice in schools. However, college tutors have received minimal Continuous Professional Development to help them prepare for this kind of fundamental change in their teaching styles. They have been unable to fully adjust from the old traditional teacher centered way which compromises the quality of teachers trained.

1.2 Statement of the Problem

Uganda's government is in charge of funding P.T.Cs. in terms of capitation grant, instructional materials, infrastructural development and payment of salaries which should encourage better performance by tutors hence quality learning. However, There is growing concern in Uganda concerning the quality of graduates produced by P.T.Cs. Insufficient teaching materials, limited staffing, and a high tutor-student ratio were all noted by NAPE (2011) as serious flaws in the Primary Teachers' Training College instructional process. It also revealed that the quality of freshly hired teachers, as well as those with five years of experience, falls short of expectations. In 2016, NAPE discovered that eight out of ten primary school teachers who had completed their training the previous year were unable to read or solve fundamental primary-level arithmetic problems (Mahuro & Hungi 2016). KYU and MoES (2012), also conducted a study and results indicated that there is poor quality of learning in primary schools. In Iganga, Mahuro et al (2016) identified that only 33% of the selected 297 teachers were able to pass the set test from the curriculum that they teach. This poor performance reveals that schools are staffed with poor quality teachers, a factor that reflects on P.T.C. training. This indicates that P.T.Cs. are producing teachers who lack the requisite teaching competences despite the government efforts to fund P.T.Cs. Therefore, this study sought to establish why P.T.Cs. churn out poor quality teachers despite the availed funding mechanisms.

1.3 Purpose of the study

The goal of this study was to look into the relationship between funding mechanisms and learning quality in Ugandan P.T.Cs.

1.4. Objectives of the study

The following objectives served as a guidance for this research;

1. To establish the relationship between students' financial contributions and the quality of learning in PTCs in Uganda.
2. To establish the relationship between government funding and the quality of learning in PTCs in Uganda.
3. To examine the relationship between donor funding and the quality of learning in PTCs in Uganda.

1.5 Hypothesis

1. There is no statistically significant relationship between private funding and quality of learning in PTCs.
2. There is no statistically significant relationship between government funding and quality of learning in PTCs.
3. There is no statistically significant relationship between donor funding and quality of learning in PTCs.

1.6 Research questions

1. What is the relationship between students' financial contributions and the quality of learning in PTCs in Uganda?
2. What is the relationship between government funding and the quality of learning in PTCs in Uganda?

3. To what extent is donor funding related to the quality of learning in PTCs in Uganda?

1.7 Scope of the study

Content scope

The study was limited to the funding mechanisms of PTCs and the quality of learning in public PTCs in Uganda. It examined how the available resources help to equip trainees with required competences for the field of teaching.

Geographical scope

The study was conducted at Bishop Willis Core PTC in Iganga district, Eastern Uganda. It is a core PTC taking a coverage of eleven districts as they were enough for the researcher to get reliable data.

Time scope

The study was conducted within the period of 2018 to 2020 when reports have indicated inadequacies in funding and declining quality of learning in PTCs. It was possible to find the respondents of the study. Student teachers, tutors and the principal were the respondents. Actual data collection was carried out in October, 2020.

1.8 Significance of the study

I hope that this study would identify relationship between the funding mechanism and quality of learning, as the results would help in the following ways.

The teacher educators will be able to use the available resources appropriately to equip teacher trainees with the required competences in the field of teaching.

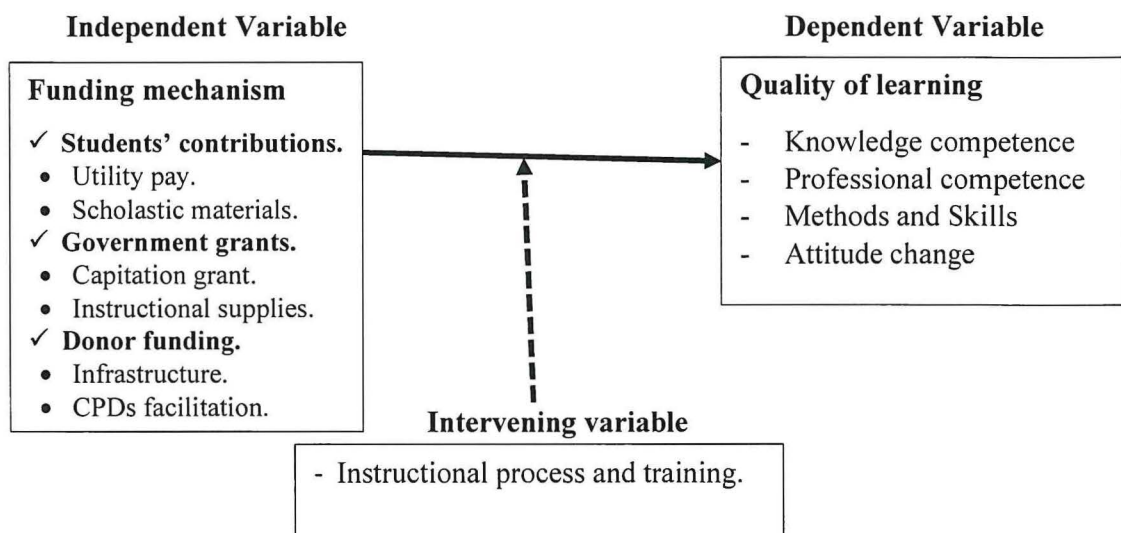
It would also stimulate attitude change amongst the stakeholders in teacher training to optimal allocation of P.T.C. resources so as to provide the required services.

Help to understand whether the present resources available in the primary teachers' colleges are relevant to quality teacher training in Uganda.

The findings of this research would provide some of the answers to the causes of poor performance of the teachers coming out from P.T.Cs. as well as the primary schools where they are employed after training.

The researcher also anticipated that the study findings would help other researchers to identify study gaps that could be left out by current funding mechanisms of PTCs.

1.9 Conceptual frame work



The conceptual framework was derived from literature review

The above figure illustrates the interrelationship between the independent and dependent variables, where funding mechanisms are likely to affect the instructional process which is reflected by quality learning. These are derived from when PTCs are adequately provided with resources, results are observed in terms of knowledge, professionalism, methods and skills and positive attitude towards work. So, the intervening variable institutional process and training is deemed to have influence on the quality of learning as such the researcher limit or adopt the intervening variables through appropriate research design and data collection.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter offers a study of related literature on major concepts connected to the subthemes listed below. Funding mechanisms and knowledge competence, funding mechanisms and pedagogical competence then funding mechanisms and professional competence by PTC graduates.

2.1 Theoretical Review

Human Capital Theory Human Capital was first postulated by Schultz (1961) in the early 1960s, and it comprised of the knowledge, skills, and capacities of people employed in organizations. People, their performance, and their potential in organizations, according to more recent definitions of HC, is what enables them to produce as per their job descriptions. The word "potential" is essential since it implies that employees can improve their skills and abilities through time (Thomas, 2013). According to Becker (1994), a proponent of the human capital theory, the theory may explain a wide range of empirical events. He claims that while unemployment rates are inversely connected to skill levels, the earnings distribution is favourably biased among professionals and other educated and productive individuals. People who are able to obtain more education and other types of training are able to be more productive.

Human capital refers to a person's reservoir of knowledge or innate/learned qualities that add to his or her ability to earn money and are developed through education (Garibaldi, 2006). In essence, Human Capital Theory states that the only way to raise productivity, which leads to meaningful employment and higher incomes, is through education. As a result,

education is an investment that is critical not only for individuals but also for a country's economic progress. The efficacy of teachers also helps to the development of the country.

Skills and human capital investment have become a significant problem for policymakers and practitioners working in the field of economic development on a national and regional scale, as the global economy changes toward increasingly knowledge-based industries (OECD, 1996). Schooling and training, according to human capital theory, are investments in skills and competencies (Schultz, 1988). This hypothesis explains how education boosts workers' productivity and efficiency by improving their cognitive abilities and practical abilities. Therefore, it will be used to guide skill acquisition in PTCs.

Furthermore, Olaniyan and Okemakinde (2008) advocated that people invest in education in order to increase their pool of human talents, which can be formed by combining innate traits with human investment. Such investments include education, on-the-job training, and health and nutrition. Workers in low-skilled occupations are more productive when they have basic literacy, according to human capital theorists, whereas higher education gives technical and specialized knowledge that increases workers' marginal output. As a result, in order to be productive, teachers are expected to pursue skillful training.

2.2 Review of Related Literature

2.2.1 Students' Contributions and the Quality of Learning in PTCs

Students' pay for teacher training in developing countries has been affected due to the economic slowdown, inflation, rising costs, and competition for resources from other human requirements, financial resources are restricted. Teacher education appropriations at lower levels, according to Kallison and Cohen (2010), have frequently been overshadowed by other personal priorities in the struggle for scarce resources. In the process it results into inadequate

provision of learning materials that affect the quality of learning resulting to poor quality teachers from primary teachers colleges.

According to Rothstein (2010), students' learning is influenced not only by formal education but also by their families' financial situation. Most of the students from rich families have more years of schooling than students from poor families. Schneider, Waldfogel and Brooks-Gunn (2017), indicated that a great deal of good performance among students is often related to the amount of resources that a specific family has compared to others.

Students who have a relatively wealthier family background are able to afford text books unlike the others who do not have. When students have financial resources, it becomes easy for them to acquire the text books they need to be able to learn more contents than the poor students whose family is struggling to provide them with the basic needs and determinants of school achievement has is mostly influenced by the student's financial situation of the family (Baker, et al., 2010).

Delors (1998) identified five elements that influence educational quality. He mentioned teacher training, instructional materials, instructional language, class size, and curriculum revisions. He did warn, however, that the relevance of certain characteristics can vary greatly from place to location and over time. He went on to say that scarcity isn't the primary motivation for hiring inexperienced workers. Extreme examples occur when financial constraints become so severe that hiring under-qualified instructors becomes necessary since the cost of hiring them is inexpensive compared to teachers' pay scales based on formal qualification level.

Teaching and learning are the primary functions of schools in order to provide pupils with a high-level education. It is as a confirmation of the preceding cognitive achievement of learners is one of the indications of excellent education delivered" (Kimani, Kara, & Njara, 2013). School administrators, instructors, and parents, as previously said, play a key part in

providing pupils with a high-quality education. However, it might be claimed that in order for quality education to prevail, all education stakeholders, including students, should participate in the translation, interpretation, and implementation of policies aimed at achieving high educational standards. Much is written about how to assist students in improving their academic performance, but little is said about how students may influence their own success. It's worth noting that, no matter how hard teachers try to improve students' learning, the students take the credit. As the proverb goes, "you can bring a horse to the water but you can't make it drink." However, research reveals that students can play an important role in enhancing academic achievement (Nicholas & Sutton, 2013; Tella, 2007). As a result, when students pay their college tuition costs, they are compelled to spend valuable time hunting for money, and significant classroom time is lost as a result of these activities.

Beyond quantifying the phenomenon of students paying for themselves, What's more significant is understanding why students choose to work and study at the same time, and whether this is a common habit among all students in tertiary institutions or if it affects only those who have more difficulty (Sanchez-Gelabert, Figueroa, & Elias, 2017).

In a similar vein, Akyeampong (2012), Identified students' contributions greatly needed for quality of learning in order for future teachers to develop pedagogical knowledge; increasing access to classroom experiences. Students' participation is necessary, according to Blomeke and Nguyet (2012), in providing trainees with experience with a variety of teaching methods and strategies, as well as developing talents in using activity-based teaching approaches that engage student teachers.

One of the most common explanations for this occurrence is that students must mix job and study in order to cover the costs of a university education, and those with fewer financial resources are disproportionately affected. As a result, young people from less fortunate families work longer hours because they need money, and those from more privileged backgrounds

work less intensely because they want to and are seeking financial independence (Triventi, 2014).

Students who work while studying frequently complain about a shortage of time and how they use it. Students' most prevalent reasons for not working are concerns that working will interfere with their studies or result in lower grades (Van Reusen, Shoho, & Baker, 2000). However, more research is needed to determine the causes, because while some researchers attribute poor performance to a lack of time available for completing college assignments (Staff & Mortimer, 2007), others conclude that working while studying has no effect on student performance – and in some cases, even benefits – because these students are better at time management (Olifa, Mai, & Leachman, 2012).

Students' financial difficulties play a significant role in low performance, resulting in poor educational quality in a variety of ways. The majority of pupils are unable to afford necessary learning tools such as textbooks. All of these factors contribute to absenteeism since the student may be required to miss school in order to meet the school's educational requirements (Slee, 2019). Absenteeism is also common, maybe due to transportation costs. The issue in the education industry does not end there, since some of those half-baked graduates end themselves in classrooms (at secondary or tertiary levels). Some lecturers resort to producing handouts in an attempt to solve the problem of textbook scarcity and/or high cost.

Chetty, Friedman and Rockoff (2014) states that tutors have substantial impacts on their students' academic and life-long success. Therefore there is need for effective classroom environments, appropriate teachers' organizational skills and positive tutor/student teacher interactions. The students' contributions do not provide enough support to the instructional resource provision, which in turn affect the quality of learning.

Quality of learning refers to a multidimensional construct made up of teachers' and students' knowledge, abilities, and attitudes that contribute to learning success (DiPerna and

Elliott, 2002). Developing future teachers' pedagogical knowledge; increasing access to classroom experiences (Pryor, Akyeampong, 2012); increasing assessment methodologies training (Gove & Cvelich, 2011); building skills in how to help learners from various backgrounds and those with special needs (Blomeke & Delamey, 2012); exposing trainees to a diversity of teaching methods and strategies (Pryor, Westbrook and Akyeampong, 2012).

Despite what appears to be overwhelming evidence that teacher education should be a public good, public opinion is far from settled, with the majority of teachers believing they should not be responsible for their own education. According to Hart and Teeter's survey in the United States (Docampo, 2007), public opinion is split on whether teacher education is a basic entitlement or something that must be earned. What's more astonishing is that, despite this division, there is no major generational or ideological divide on this subject.

While public funds are used to offer grants, students' pay school funding has expanded more rapidly in recent years than public funds, which are sometimes utilized to provide instructional resources in OECD nations. Between 2008 and 2013, average student pay financing climbed by 16 percent across the OECD, but teacher education funds only increased by 6%. In teacher education, students' pay funding often plays a larger role in facilitating the provision of instructional materials. The vocational education and training (VET) sector has a little stronger presence of student pay funding than the general sector at the teacher education level (Kallison & Cohen, 2010).

Research evidence strongly suggests that quality of learning has beneficial impacts on students' scores, (Belfield & Crosta, 2012) However, specifying teacher quality in terms of inputs or programme design is not straightforward, so one approach is to assume that quality is associated with adequate levels of financing per teacher trainee. The Ministry of Education is relying on a range of methods to reverse the existing scenario due to the issues facing Primary Teacher Education (PTE). These initiatives involve both basic teacher education and

As stated by Gaynor (2018), while demands on teachers are increasing, there is mounting evidence that teachers' morale and status are declining. It was also stated that as teacher morale deteriorates, it has major ramifications for teacher recruitment and retention. For instance, Ahmad, Khan and Ali (2013) conducted a literature review to establish barriers to effective performance among the students in Pakistan, he revealed that limited funds for inspection by the government was a huge challenges for the schools and this led to poor performance amongst students in Pakistan and this therefore indicates that the performance of students requires commitment from the government.

According to Garet, et al (2017) the government needs to provide enough funds to the school to invest in educational key areas and improve on the performance of students. Khan and Abdullah (2019) conducted research to determine the effect of staff development and training on teacher performance. They discovered that continual teacher training and development and teacher performance had a good and substantial association and on that note the authors further recommended for better training of teachers so as to enable the students perform well. Therefore the need to devote enough funds so that the government can facilitate teacher training.

The usage of shorter teacher training programs, which is often as a result of poor government investments in the field and lowered entry criteria for teaching, contributes to the notion that teachers' prestige in society is eroding (Gaynor, 2018). Qualified teachers believe that their labour is undervalued in the public's perspective. and this is also further coupled by poor remuneration by the government and therefore it is imperative for the government to increase on the salary that is offered to the teachers (Halliday, 1999; Omari Mosha, 2010).

Government and students provide funding sources to the PTCs (Wolfe and Scrivner, 2003). In other nations, government support is limited to people with low incomes or who live in impoverished areas; wealthier families contribute more privately while as in Uganda all public PTCs receive government grants. Families make contributions even where government funding is provided in form of cost-sharing.

The importance of teacher training is in line with studies in developing nations, which suggests that education subsidies that focus on enhancing teacher training and modifying pedagogical practices are the most effective at improving learning (Kremer 2013). Crepez and Morse (2004) suggest that considerable gains in learning efforts have not resulted in commensurate economic benefits due to declining educational quality, a biased, and politically oriented educational system.

The government provides funding through the budget allocations but education at a worldwide level, it continues to be underfunded (Global Monitoring Report (GMR), 2015). Even while governments have increased spending, few have made education a priority in their national budgets (GMR, 2015). Furthermore, humanitarian help, which includes both a short-term structure for emergencies and disaster relief as well as development aid, as well as a long-term structure aimed at social, economic, and political development, has shrunk (UNICEF, 2014). This compromises quality of learning because of the inadequate resource provision.

Studies investigating why tutors inadequate pay, low teacher status, and a lack of promotion prospects were listed as primary reasons for leaving the field (Ablenyie, 1996). Recent research have discovered that poor or non-implementation of service conditions, as well as appalling socio-economic conditions, are additional variables in particular locations where most tutors operate (Cobbold, 2007). Bennel (2004) also stated that instructors' salaries and other material rewards in poor nations were insufficient to meet individual and household survival needs. This research backs with the 2005 Education For All (EFA) report, which found

that teachers in underdeveloped countries like Uganda are frequently paid insufficiently to maintain a fair quality of life this makes them failing to provide for their needs in time.

The necessity of ensuring that all children receive at least elementary education of equal quality was underlined during the world education conferences in Jomtiem, Thailand (1990) and Dakar, Senegal (2000), as well as the Millennium Development Goal Two (MDG2). This needed well motivated tutors to train tutors. Dolton and Marcenaro (2011) indicated a relationship between quality of job performance for tutors, considering the pay of tutors in comparison to other professions people considering a career in teaching, according to the evidence, carefully analyze the pay levels of comparable occupations before making their selection. Uganda is one of the countries in the sub-region that is working hard to guarantee that all school-aged children have access to education, creating a high quality of life for all.

Research demonstrates that increased education spending leads to better student outcomes, according to Perryman (2018). Student success levels grow when states invest in public schools and develop more equal school finance systems, and the benefits are much greater for low-income students. States, districts, and schools must spend money wisely, directing cash to evidence-based initiatives like high-quality teacher programs in education. Attempts to cut funding for education or child support are short-sighted and contradict current evidence.

While state legal challenges have been effective in reducing budget shortages, they are insufficient. Over the last four decades, school financing supporters have won a flurry of court fights in Doncaster (2013). Many fiscal equality lawsuits were crucial and resulted in more resources for children; but, some instances, such as those in California, had unforeseen implications on overall expenditure levels. In many situations, the political atmosphere and budgetary capabilities of a state proved to be just as crucial, if not more so, than judicial judgements in determining fiscal reform.

School finance should provide significant additional resources to low-income pupils. Low-income pupils require additional resources to educate and provide a good education. To solve poverty issues, low-income kids demand significant additional financing. According to research, increased school investment leads to higher intellectual and economic outcomes for all students, but these impacts are "especially clear for students from low-income families." Additional funding should help with the recruitment of highly qualified educators, curriculum enhancement, and the support of innovative projects like early childhood education. Weighted student funding, which splits school spending based on the demographics of the students served, can be used to pay high-quality programs that have the largest impact on the student population. (Chowdry, 2011).

Students' accomplishments and outcomes are critical. Any approach for advancing school finance reform should ensure that monies are used to support the resources, activities, and services that all students need to be well equipped for the workforce and their communities. Policymakers must endeavor to link educational standards to societal changes while also establishing robust accountability methods to determine if schools are meeting these goals. States should use these outcomes rather than cash or other inputs to assess whether schools are providing all kids with a high-quality education.

Universities operate under a set of acknowledged norms for production relationships, such as staff-to-student ratios and instructional laboratory space per student, rather than maximizing or minimizing costs (Brinkman, 1990). Uganda's higher education governing body, the National Council for Higher Education (NCHE), has defined and accepted appropriate standards for institution-to-institution production collaborations. The norms that are referred to as capacity indicators include staff student ratios, classroom space per student, library space per student, student computer laboratory per student, computer student ratio, and student book ratio.

Teacher education in Uganda was once free, covering tuition and living expenses, but due to an increase in student numbers, the government of Uganda can no longer afford to fund tuition and personal expenses for all students who qualify to enroll in Teacher Education institutes of learning (Kagoda & Akullo, 2013). The Republic of Uganda's 1995 Constitution mandated that the government ensure that all Ugandans have equal opportunities and access to education in order for all citizens to achieve the maximum level of education, necessitating the development of a policy framework (Ssekamwa, 2000).

2.2.3 Donor Funding and the Quality of Learning in PTCs.

Learning is a difficult task that tests students' motivation and physical fitness (Lyons, 2002). Donors to various schools are directly providing instructional resources that are intended for infrastructure renovation and upkeep as a result of the unfavorable situation (Crampton & Thompson, 2002). When it comes to school infrastructure, a combination of old buildings, inadequately stocked libraries, and declining or stagnating financial resources provides a prescription for disaster (Brady, 2002).

Many different non-governmental organizations (NGOs) promote education in Africa; some, like Save the Children and OXFAM, are big multinationals that operate across the continent, employ hundreds of people, and have yearly budgets in the tens of millions of British Pound Sterling (£). (Save the Children UK, 2013; OXFAM, 2013). Others are made up of a small group of volunteers who assist raise a few hundred pounds for a school in a certain village. NGOs go by a variety of names, including association, charity, council, foundation, society, or trust; but, they all have one thing in common: they are non-profit organizations. Education is simply one aspect of larger organizations' activities, which also includes health, water and sanitation, and child protection. Smaller NGOs are more likely to concentrate in a single field, such as education, but they can be set up for a variety of objectives and to satisfy a variety of educational requirements.

According to Riddell (2012), there is less evidence on improving learning quality in developing countries because the focus has been on achieving outputs such as increasing the number of teachers trained, providing resourcing to schools such as new buildings, text books, and furniture, and increasing student enrolment. As a result, assessing the quality of learning outcomes is a more difficult undertaking that has gotten less attention. It's also difficult to judge the influence of educational programs on teachers and students objectively. It's unusual, for example, to measure student learning outcomes to assess the efficacy of educational interventions financed by foreign aid (Chapman & Moore, 2010). Teacher competence is particularly important since it is linked to student accomplishment. Professional competence is defined as the ability to deal with adjustment tasks (Hamidi & Indrastuti, 2012).

The majority of the time, the resources provided or developed by PTCs or districts are insufficient to meet the expectations for high-quality instruction. When a ministry or school chooses and distributes curriculum, for example, it can translate broad policy needs into physical resources like textbooks and guides that students and teachers utilize in the classroom. Although curriculum has the potential to influence student learning, it has been revealed that teachers' interpretations and implementation of curricular materials mediate the relationship between curriculum and instructional outcomes, and these interpretations usually differ significantly (Stein 2007). As a result, through continual development programs, the donors want to equip instructors with the necessary skills for curriculum interpretation and instructional support during teaching and learning.

In addition, Hill and Charalambous (2012) investigated the impact of standards-aligned curriculum materials on instructional outcomes, finding that materials could facilitate but not ensure high-quality teaching standards. Teachers' colleagues and classmates in the same grade level may provide further institutional support for their teaching. In a study of teachers adopting a new curriculum in one California primary school, Coburn (2001) discovered that

collaboration with colleagues aided teachers' sense-making about instructional materials, allowing them to rethink and enhance their practice. When instructors' attitudes and practices differed, peer collaboration supported the "status quo" of less successful teaching approaches. This had an impact on the group's overall teaching quality.

According to data obtained from the Global Partnership for Education, funding for educational activities has decreased over time. Based on these figures, it is important to emphasize that unless the allocation and money are increased in equal measure, the SDGs will not be met, with a particular focus on education for all, as envisioned by the UN. (Snilstveit 2016).

Donor-provided instructional resources and learning outcomes Inadequate and inappropriate learning materials can have a significant impact on educational frameworks. Projects and initiatives that provide materials to schools such as chalkboards, textbooks, and scratch pads aim to improve educational outcomes by attempting to create the necessary learning environment (Farrell and Heyneman 1989; Gleww and Miguel 2008). According to Atkinso (2010), the resources that students use differ depending on their field of study and the skills that they are taught. The ability of learners to comprehend different methods employed by trainers varies, therefore the availability of both written, visual, and oral learning materials has a different influence on the learners.

Bursaries funded by donors and educational outcomes Merit-based bursaries are intended to improve students' learning outcomes by rewarding them for their contributions to their studies. Bursaries, one-time cash payments, or prizes are given to students as incentives to boost their participation and interest in college programs.. Because they directly target children, rather than guardians, parental figures, or teachers, incentives are thought to be more powerful than other mediations. Bursaries are seen as a motivational drive for learners to stay

in school rather than performance in contexts where continuing in school comes at a high expense. (Liu et al, 2013).

Local governments and administrations in fragile nations often have differing perspectives on the needs of children and young people in their communities than donors and UN organizations. They were troubled by the word "needs." The concept of designing programs to suit the educational requirements of children was familiar to local governments and states. They had never heard of designing them in order to satisfy the needs of youngsters. However, donors, UN agencies, and non-governmental organizations (NGOs) frequently concentrated on programs that adopted a "Rights-Based" approach (UNICEF, 2004; Council of the European Union, 2014). Many international organizations regard a multidisciplinary, cross-sectorial approach to child rights as crucial for working with governments. Unfortunately, rather than actively participating in coordination and planning meetings, ministries were sometimes just made "informed of the partners' meeting agenda items and of the major conclusions of meetings." (Aguilar, 2012, p. 99).

Aid has gone to a number of projects, including school food programs, classroom construction, teacher education, and girls' scholarships, as well as efforts to prevent student dropout, curriculum creation, and targeting various educational levels and modalities. Project impact evaluations conducted by development agencies have tended to produce more positive results than studies of aid impact based on panel data from international aid and education statistics. According to studies, educational aid has a minor impact on outcomes such as access to education and years of education completed. For example, Michaelowa and Weber (2006) discovered that a 1% increase in education funding resulted in a 2.5-point increase in primary completion rate.

2.3 Chapter Summary

In conclusion, the reviewed literature regarding grant funding mechanisms and quality of learning clearly spells out that funding provided determine the facilitation of instructional processes that impact on quality of learning on students in order to have knowledge, skills, and attitude that can help student teachers to score highly at examinations and even perform to the expectations of work after employment. But doesn't clearly show how the level at which the provided funding options impact quality of learning.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the research design, methodology, location of the study, target population, sample size and technique, research instruments were used, measurement, validity and reliability, data collection procedure and ethical considerations.

3.1 Research Design

The descriptive cross-sectional survey design was used in this investigation. This design was chosen because the researcher would collect data from a target population to learn about their preferences, attitudes, practices, concerns, or interests over a period of time, which would aid in finding the reason (Amin 2005). The data of this study were gathered and analyzed using both quantitative and qualitative methods.

3.2 Target Population

The targeted population was 241 participants, comprising of one principal, two deputy principals, 35 tutors, and 213 second-year teacher trainees.

3.3 3.2.1 Sample size

Krejcie and Morgan (1970) sample Table guide was used to get the sample, thus the principal, deputy principals, tutors and teacher trainees. Table below illustrates the sample population per category

The table 3.1: Target population and sample size

Category	Population (N)	Sample size (n)	Sampling technique
Principal	1	1	Purposive
Deputy principals	2	2	Purposive
Tutors	35	32	Simple random
Teacher trainees (second years pre-service)	213	137	Simple random
Total	241	172	

Source: Bishop Willis Core PTC office Records Term One 2020.

Using purposive sampling, the principal and deputy principals were all considered, and then 32 and 137 tutors and teacher trainees were randomly picked. This resulted in 172 participants being considered for the study. According to Tejada & Punzalan (2012), investigations involving surveys use the Krejcie and Morgan (1970) table to calculate sample size. The aforementioned groups of participants were chosen for the study because they possessed firsthand knowledge, opinions, and ideas on funding systems and the teaching and learning abilities of teacher trainees. This was based on the fact that they are actors in the instructional process in the PTCs in Uganda.

3.4 Research Instruments

In the study, three instruments were used: questionnaires, interviews, and focused group discussion.

3.4.1 Questionnaires

The researcher prepared open-ended questions for the tutors and teacher trainees to bring out all that they had about the questions. Then closed questionnaires for tutors and teacher trainees

for guidance to respond appropriately as per the objectives of the study. Because it was more cost-effective and convenient, respondents typed down their answers in the spaces provided in the questionnaire itself (Amin, 2005). The questionnaires were administered to tutors and teacher trainees while principals and deputy principals were interviewed for them to give detailed information. One hundred and sixty nine (169) questionnaires were prepared. The tool is frequently regarded as credible for gathering information from respondents who are dispersed across a large area (Ghosh, 2000). The tool was also useful for respondents who could fill it out objectively and in a short amount of time.

3.4.2 Interviews

In English, the researcher conducted face-to-face interviews with Bishop Willis Core PTC's principals and deputy principals. The researcher utilized interviews instead of questionnaires because they allowed him to probe for specific responses, clarifications, and confirmations of some data from the respondents. The interviewees were led through the process by an interview guide.

3.5 Measurement of variables

The variables were measured using nominal and ordinal measurements. The questionnaires for tutors and students were measured using an interval Likert scale. Strongly agree exhibited more agreement than simply agreement, and strongly disagree reflected more disagreement than just disagreement. The ordinal scale was used to measure the categorization of elements and rank them in the same order. The numbers in the ordinal scale, according to Amin (2005), denote relative position or order among the variables. The use of a nominal scale of measurement was applied to situations that shared some similar features, such as sex, marital status, and employment position. Numerical codes were assigned solely for identifying purposes and were

not utilized for variable comparisons. Another way for collecting personal data from respondents was to utilize an interval scale of measurement.

3.6 Pre- testing (Validity and Reliability)

This entailed the measure of validity and reliability of the research instrument during the study.

3.6.1 Validity

Five experienced persons including lecturers who had experience in the field of study were used to validate the appropriateness and generalizability of the questionnaire and interview guide. The researcher compiled the information in form of a table and then used it to calculate the content validity index (CVI).

Formula 1: For calculation of content validity

$$\text{Overall content Validity index} = \frac{\Sigma (\text{Number of judges who accept validity of questions})}{\text{Total number of judges}}$$

According to Amin (2005), an instrument that has a content validity index of 0.7 or above is adequate for the study.

3.6.2 Reliability

This was measured using Cronbach Alpha Coefficient after conducting a pilot study to measure the reliability of the questionnaire where (Alpha) value was 0.7 and above, then the instruments were considered satisfactory and suitable (Sekaran & Bougie, 2010). Five tutors and twenty student teachers from Bishop Willis Core PTC were considered in the pilot study.

3.7 Data management

3.7.1 Procedure of data collection

An introductory letter from Kyambogo University's graduate school was received before to the administration of the questionnaires, which served to introduce the researcher to the local authorities in the study region. In the case of interviews, the researcher used the respondents' earlier notes as a guide. The study's findings were explained to the participants.

3.8 Data analysis

Both quantitative and qualitative data analysis methodologies were used in the study. Before entering quantitative data into Statistical Packages for Social Scientists, it was examined for completeness (SPSS). After that, the data was analysed using (mean, and standard deviation). The Pearson correlation co-efficient was used to correlate the independent and dependent variables in order to determine the relationship between funding mechanisms and learning quality (Amin 2005). Qualitative content analysis was used to transcribe and analyse qualitative material.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study focused on the funding mechanisms of Primary Teachers' Training Colleges and the quality of learning, a case of Bishop Willis Core Primary Teachers' College, Iganga. The central focus was to examine how the available resources help to equip trainees with required competences for the field of teaching. Data collected was presented by tables, percentage distributions and graphs. The researcher used Pearson Correlation Co-efficient in order to establish the relationship between students' contribution and quality of learning, government funding and quality of learning, donor funding and quality of learning.

4.1 Presentation of Respondents' Background Information

Interviews were conducted with 3 respondents and these included 1 principal and 2 deputy principals. The study included a total of 169 questionnaires which was administered to 32 tutors but only 28 returned and out of the 137 teacher trainees, 109 were able to return with responses. A sample size of 172 respondents was selected which implies that 81.4% of the sampled population got fully involved in the study while 18.6% did not return the questionnaire.

The researcher analyzed (questions 1, 2, and 3) of the tutors' questionnaire (see Appendix A) dealing with demographic data for tutors and students. The findings are presented in Tables.

Table 4.1: Gender of tutors respondents

	Frequency	Percent
Male	17	60.7
Female	11	39.3
Total	28	100.0

Table 4.1 shows that out of the 28 respondents, 17 (60.7%) were male and 11 (39.3%) were female. The results in Table 2 indicate that the majority of the tutors in PTCs are males. This means that the male tutors outnumber the females in terms of numbers in PTCs. This indicate that affirmative action policy on the recruitment of the female tutors isn't infected appropriately. If this is done, it will reduce the gap between the male and female tutors. As a result girls in the education system at various levels will admire and work hard to be like the female tutors.

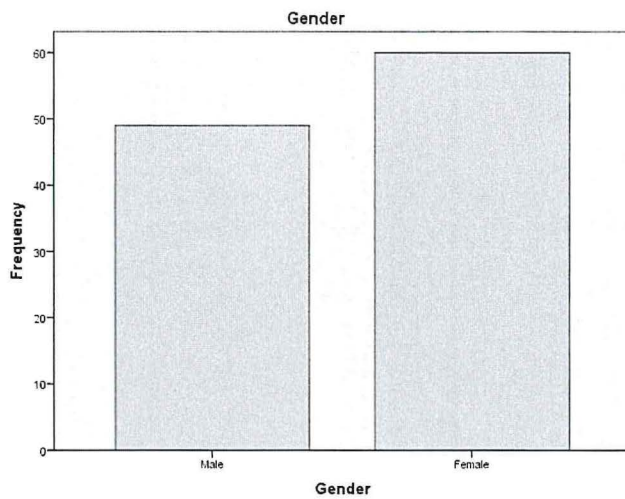


Figure 4.1: Gender of student's respondents

The figure shows that out of 109 teacher trainees, 60 teacher trainees were female and 49 teacher trainees were male. The results clearly indicate that the majority of the teacher trainees were female unlike the male teacher trainees who are the minority. The researcher deduces that since the majority of the teacher trainees are females, therefore it is no surprise that there are many female primary teachers in primary schools in Uganda.

Table 4.2: Academic qualification of respondents.

Academic qualification	Frequency	Percent
Masters' degree	4	14.3
Bachelors	20	71.4
Diploma	4	14.3
Total	28	100.0

Table 4.2 shows that out of 28 tutors, 20 (71.4%) were bachelors' degree holders, 4 (14.3%) were masters' degree holders similarly 4 (14.3%) were diploma holders. The results clearly showed that majority of the tutors in PTCs were bachelors' degree holders which is the minimum qualification required to be appointed as a tutor. At the same time, results indicated that 4 (14.3%) are masters' degree holders meaning that there is great need for the tutors to go for further education being that the teacher policy 2019 tutors are required to have masters' degree in order to teach in the PTCs starting year 2021. The results further indicated that 4 (14.3%) of the tutors were diploma holders a qualification that was phased out for recruitment of tutors into PTCs. This therefore tends to suggest that there is a need to explore factors that might be responsible for their failure to go for upgrading of their academic qualifications.

Table 4.3: Years of service in the teaching profession

Years of service in the teaching profession	Frequency	Percent
1-5yrs	5	17.9
6-10yrs	3	10.7
11-20yrs	8	28.6
21yrs and above	12	42.9
Total	28	100.0

Table 4.3; shows out of the sampled 28 tutors, 12 (42.9%) have the greatest teaching experience of 21 years and above, 8 (28.6%) had the teaching experience between 11-20 years, the 5 (17.9%) had between 1-5 years and 3 (10.7%) had the lowest teaching experience between 6-

10 years. The results in table 4 clearly indicate that the majority of the tutors had the experience of 21years and above. Therefore, they have pedagogical and expertise to use the available resources to assist the students achieve the required competences for teaching quality.

4.2 Effects of P.T.C. Students' Contributions on the Quality of Learning

This objective was meant to establish the influence of PTC students' contributions on the quality of learning. To come up with a conclusions on this objective, the researcher requested the respondents to rate themselves on four items corresponding to private funding on the quality of learning basing on Likert scale ranging from 1 representing strongly agree, 2 for agree, 3 not sure, 4 for disagree, and 5 for strongly disagree. For the purpose of generalization, the researcher considered responses to strongly agree and agree as respondents in agreement while disagreed for respondents who strongly disagree and disagree. The responses are summarized in table 4.4 below.

Table 4.4: Descriptive Statistics for the influence of students' contributions on the quality of learning N (109)

KEY: SD=Strongly Disagree, D=Disagree, NS= Not sure, A=Agree, SA= Strongly Agree, %=Percent.

S/ N	Influence of students' contributions on quality of learning.	SA		A		NS		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Students contribute most of the instructional materials.	17	15.6	11	10	24	22	21	19.1	36	33
2	Only materials brought by the students are used during learning.	15	13.8	20	18.3	14	12.8	28	25.7	32	29.4
3	Learning can be conducted without students' contributions.	09	8.2	11	10	05	4.6	45	41.2	44	40.4
4	The contributions by the students out weighs the others.	10	9.2	24	22	10	9.2	37	33.9	38	34.6
5	I am satisfied with the usage of my contributions at college.	31	28.4	28	25.7	07	6.4	25	22.9	18	16.5

Source: field data, October 2020

Note: Responses of strongly agree and agree have been combined in the interpretation to show agree, while disagree includes combined responses of strongly disagree and disagree.

Table 4.4 responses on influence of students' contributions on the quality of learning indicated by 54(49.5%) of the respondents disagreed that students do not contribute most of the instructional materials while 18(16.5%) agreed. This shows that although students contribute, their contributions alone cannot be sufficient for effective learning.

Findings on only materials brought by the students are used during learning indicate that 60(55%) while 35(32.1%) agreed. This means that most of the instructional materials did not come from the students' contributions but other funders.

Results show that 60(55%) respondents disagreed that not only materials brought by the students are used during learning acknowledging that other funders contribute a lot while

35(32.1%) were in agreement. This means that for quality of learning to be effective all stake holders have to work together.

Thus, from the above presentation, analysis and interpretation, it can be stated that funding is a problem for quality of learning, the grant was inadequate that it was difficult to get some of the essentials; requiring students to incur a big cost to ensure that there is learning at the PTCs.

Therefore, the descriptive statistics on students' contributions and quality of learning show a pattern that is likely to relate to inadequate funding and low quality of learning. Thus, these findings were subjected to correlation analysis to test the following hypothesis:

Hypothesis 1: There is no statistical significant relationship between students' funding and quality of learning in the PTCs.

Pearson correlation was used to test the hypothesis. The study variables for private funding and learning quality were calculated using the scores awarded to each respondent's various responses. The researcher used Pearson correlation techniques to calculate the total value of these scores in order to quantify and relate the two variables, with the results shown in Table 6.

The correlation coefficient (r) was utilised to measure the strength of the association between private funding and learning quality in order to interpret the correlation findings. The kind of change in the variables was determined by the sign of the coefficient (positive or negative) (private funding and quality of learning). The hypothesis that "there is no statistically significant association between private funding and quality of learning in PTCs" was tested using the significance of the correlation coefficient (P).

Findings are presented in Table 6 followed by the analysis and interpretation.

When teacher trainees were asked to respond on whether learning can be conducted productively without students' contributions, 89(81.7%) respondents disagreed, 20(18.3%) agreed while 5(4.6%) were not sure.

Table 4.5: Correlation between private funding and quality of learning

Variables		Quality of learning	Private funding
Private funding	Pearson correlation	.624**	1
	Sig. (2-tailed)	.000	
	N	109	109
Quality of learning	Pearson correlation	1	.624**
	Sig. (2-tailed)		.000
	N	109	109

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

Table 4.5 shows a Pearson Product moment Correlation was run to determine the relationship between private funding and quality of learning. There was a strong positive correlation between private funding and quality of learning. Which was statistically significant($r = 0.624^{**}$, $N=109$ and $P=0.000$). The hypothesis "There is no statistically significant relationship between private funding and the quality of learning in PTCs" was tested using this finding. This implies that there is a statistically significant link between private funding and quality of learning. As a result, the null hypothesis was rejected. The findings reveal that a change in private funding is linked to a significant change in learning quality, interpreting the strong strength of the relationship. In terms of the positive nature of the link, the data reveal that both variables change in the same direction, with more student contributions associated with higher learning quality and lower student contributions associated with lower learning quality.

4.3 Government funding and quality of learning in the PTCs

The researcher analysed question 6 of the questionnaire (see Appendix A) to verify the significant relationship between government funding and quality of learning in PTCs. The results are presented in Tables.

Table 4.6: Descriptive Statistics for the government funding and quality of learning in the PTCs N (28)

KEY: SA = strongly agree, A=Agree, U= Undecided, D=Disagree, SD= Strongly Disagree, %=Percent.

S/ N	Effects of government funding and quality of learning	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Capitation grant is released in time and adequate.	2	7.1	11	39.3	4	14.3	11	39.3	-	-
2	Tutor's salaries are satiafying to motivate them work.	-	-	7	25	2	7.1	15	53.6	4	14.3
3	There is enough room for tutorials.	7	25	10	35.7	2	7.1	9	32.1	-	-
4	Adequate labaratory space and equipment.	-	-	12	42.9	2	7.1	11	39.3	2	7.1
5	Well stocked library and space	-	-	10	35.7	3	10.7	13	46.3	2	7.1
6	Provided with enough instructional materials.	-	-	13	46.4	2	7.1	12	42.9	1	3.6
7	We get enough continuous professional developments.	1	3.6	17	60.7	4	14.3	5	17.9	1	3.6

Source: field data, October 2020

Note: Responses of strongly agree and agree have then been combined in the interpretation to show agree, while disagree includes combined responses of strongly disagree and disagree.

Table 4.6. Responses on the capitation grant being released in time and adequate indicated by 13(46.4%) of the respondents agreed that the capitation grant provided by the government is released in time and adequate while 11(39.3%) disagreed. There is a slight difference of 2(7.2%). This means that the government has provided some funds but there is need for more for the smooth running of the PTCs.

Findings on tutor's salaries satisfying to motivate them work indicated that 19(68%) respondent disagreed compared to only 7(25%) who agreed that the salaries for tutors are satisfying. This means that tutors' daily performance becomes hard at the college leading to poor performance.

From the respondents about the tutorial space and whether was enough 17(61%) agreed that the college had tutorial rooms and are enough. However, some 9(32.1%) disagreed still had their thinking that the tutorial space was still inadequate. This is attributed to several factors one of which is that some subjects require specialized space or rooms. This was noted from one department Integrated Production Skills (IPS), the head says that their working space was not well designed for the subject. He continues to emphasise that they needed a store and a working room to the contrary one space was provided.

This means that the government has worked had to construct tutorial rooms but more adjustments are required to provide rooms customized for each subject taught at college.

Results show that 13(46.4%) disagreed that there was inadequate laboratory space and equipment while 12(42.9) say it was enough. This means that the government has tried to provide laboratory space and equipment but there is need for consistence to ensure that the reagents are available at all times.

However, it is imperative to note that the respondents' frequency on the rest of the items has no significant difference from each other as they fall in the same range.

Table 4.7: Correlation of government funding and quality of learning

Variables		Quality of learning	Government funding
Government funding	Pearson correlation	1	.460**
	Sig. (2-tailed)		.000
	N	109	109
Quality of learning	Pearson correlation	.460**	1
	Sig. (2-tailed)	.000	
	N	109	109

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

Table 4.7 shows a Pearson Product moment Correlation was run to determine the relationship between government funding and quality of learning. There was a strong positive correlation between government funding and quality of learning. Which was statistically significant ($r = 0.460^{**}$, $N=109$ and $P=0.000$). This finding was subjected to verification to test the hypothesis “There is no statistical significant relationship between government funding and quality of learning in primary teachers’ colleges”. This means therefore that there is a statistically significant relationship between government funding and quality of learning. Therefore the null hypothesis was rejected. The findings reveal that a change in government financing is linked to a significant change in learning quality, interpreting the strong strength of the relationship. In terms of the positive character of the relationship, the data reveal that both variables change in the same direction, with greater government financing resulting in higher quality teachers produced and worse government funding leading in lower quality teachers produced.

4.4 Donor funding and the quality of learning

The third objective of this study was to examine the relationship between donor funding and the quality of learning in the PTCs. To come up with the realistic conclusions on this objective, the researcher requested the respondents to rate themselves on four items corresponding to donor funding on the quality of learning basing on Likert scale ranging from 1 representing strongly agree, 2 for agree, 3 undecided, 4 for disagree, and 5 for strongly disagree. For the purpose of generalization, the researcher considered responses to strongly agree and agree as respondents in agreement while disagreed for respondents who strongly disagree and disagree. The responses are summarized in table 9 below.

Table 4.8: Descriptive Statistics for the relationship between donor funding and quality of learning N (28)

S/ N	To what extend do you agree/disagree that;	SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Most instructional materials are provided by donors.	1	3.6	7	25	1	3.6	12	42.9	7	25
2	Have no resources provided by donors	1	3.6	2	7.1	7	25	13	46.4	5	28
3	Less is provided by donors at the college	2	7.1	12	42.9	7	25	6	21.4	1	3.6
4	Donors provide irrelevant resources for learning.	-	-	-	-	4	14.3	12	42.9	12	42.9

Source: field data, October 2020

Table 4.8 findings indicate that 19(67.9%) disagreed saying that not most of the instructional materials used at college are provided by the donors while 8(28.6%) were convinced to believe that donors provide most of the instructional materials. This shows that the contributions

towards instructional supplies to the college from the donors is evident. So for the smooth learning of students, donors' contributions count much as far as instructional process is concerned.

Hypothesis 3: There is no statistical significant relationship between donor funding and quality of learning in Primary Teachers' Colleges.

Pearson correlation was used to test the hypothesis. The research variable, donor financing, and learning quality were all assessed using the ratings awarded to each respondent's various responses. The researcher used Pearson correlation techniques to calculate the total value of these scores in order to quantify and relate the two variables, with the results shown in Table 10 below.

Table 4.9: Correlation of donor funding and quality of learning.

		Donor funding	Quality of learning
Donor funding	Pearson	1	.397**
	correlation		.000
	Sig. (2-tailed)	109	109
	N		
Quality of learning	Pearson	.397**	1
	correlation	.000	
	Sig. (2-tailed)	109	109
	N		

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

A Pearson Product moment Correlation was run to determine the relationship between donor funding and quality of learning. There was a strong positive correlation between donor funding and quality of learning. Which was statistically significant ($r = 0.397^{**}$, $N=109$ and $P=0.000$). This finding was subjected to test the hypothesis "There is no statistically significant

relationship between donor funding and quality of learning in primary teachers' colleges". This means therefore that there is a statistically significant relationship between donor funding and quality of learning. Therefore the null hypothesis was rejected.

The data reveal that a change in donor money is associated with a significant change in learning quality, despite the fact that the link is very strong. Concerning the positive nature of the relationship, the findings show that both variables change in the same direction, with increased donor funding associated with higher learning quality and decreased donor funding associated with lower learning quality, compromising the quality of teachers produced by PTCs.

4.5 Results from structured interviews

The questions in the structured interview (see Appendix C) were constructed in line with the three research objectives stated in chapter one. Qualitative results obtained from structured interviews with college Administrators are presented below.

Item 1: Respondents' response on students' pay

Per the college administrators principal and deputy principals interviewed indicated that students' contributions help especially to clear utilities, provision of uniforms and other necessities. As it was quoted from the respondent 1 interview;

“In this college the release we get from the government as grant is small and cannot cater for many essentials that ensure the smoothing teaching and learning so students are tasked to pay for utility, uniforms, registration fees for Kyambogo University, ICT development fees, college development fees and others”(October,2020).

This is in line with the findings from the quantitative analysis which indicated that 54(49.5%) of the respondents disagreed that students do not contribute most of the instructional materials while 18(16.5%) agreed. This shows that students' contributions play a big role especially in the provision of essentials in the college for effective learning. Thus, the researcher to a greater extent concur funding is a problem for quality of learning, the grant was inadequate that it was

difficult to get some of the essentials; requiring students to incur a big cost to ensure that there is learning at the PTCs.

Item 2: Respondents' response on government funding

The majority of the college administrators interviewed on the government's funding to the PTC significance do state that the government funding is not enough so they have to engage other sources. This is what the respondent 1 had to say when interviewed;

“In this college the salaries tutors get from the government is still low so cannot cater for their many needs yet teacher trainees only pay for utilities so it makes it hard to stay at college all the time they are required.”(October, 2020).

Thus, from the above, it can be stated that tutors salaries and is part of the government funding is not commensurate to tutors efforts, the salary is inadequate yet no other support is given to them like transport, packages motivation and other allowances. Quoting from another respondent 2 from the interviews;

“The laboratories are enough but the money given to the college to cater for the buying of reagents is not enough. Reagents are sold on open market and suppliers deliver them at high rates.”

This means that the equipment used in the laboratories at the PTCs are provided but still government provides money for buying some and it is not enough which influences the quality of learning negatively. This is in line with the findings from quantitative analysis which indicated that there is a statistically significant relationship between government funding and quality of learning.

Item 3: Respondents' response on donor funding

During the interview, the respondents agreed that donors play a very big and important role in supporting the facilitation of learning in PTCs. When the respondent 1 was asked about the significance of donor funding to the PTC had this to say;

“The donors have supported us so much especially in terms of providing expensive instructional needs and facilitating CPDs for the tutors which has improved the on the quality of teaching by the tutors.” (October, 2020)

This comment gives a justification for the 24(85.8%) who said that the donors' contributions are of a great relevancy to the quality of learning at the college. Thus when the tutors are equipped with the required competences, the quality of teaching improves hence good quality of learning for the students is achieved.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The debate, conclusions, and recommendations are presented in this chapter. It's broken down into three portions. The first section contains a summary of the findings in relation to the study's aims, as well as references to the literature studied. The second portion contains conclusions regarding the findings that are relevant to the study's aims, and the third section offers the study's recommendations that are relevant to the study's objectives.

5.1 Discussion of findings

The study's goal was to look into the funding sources for primary teacher training colleges as well as the learning quality in these institutions.

The conversation is centered around the study's three objectives. As a result, this section was divided into three subsections: determine the relationship between government funding to PTCs and learning quality, establish the relationship between government funding and learning quality, and examine the relationship between donor funding to PTCs and learning quality..

5.1.1 The influence of PTC students' contributions on the quality of learning

Descriptive analysis in table 4.4 responses on influence of students' pay on the quality of learning, for example basing on the interviews conducted findings about the student only contributions have a great impact on the quality of learning. This means that students' pay play a great role to instructional process which results into good quality of learning. This therefore tends to suggest that there is need to find alternative ways to support the less privileged students who may not be in position to support their education. The results of the study are in

consonance with Rockoff (2014) noted that students' contributions are vital for the quality learning, however, do not provide enough support to the instructional resource provision. According to Kallison and Cohen (2010), private teacher education contributions have typically been overshadowed by other personal objectives in the struggle for scarce resources. Students' pay for teacher training has been impacted in developing nations due to dwindling financial resources as a result of economic slowdown, inflation, rising costs, and competition for resources from other personal demands. As a result, there is an insufficient supply of learning materials, which has an impact on learning quality, resulting in low-quality teachers from primary teaching colleges.

In a similar vein, Akyeampong (2012) the Identified students' contributions greatly needed for quality of learning in order for future teachers to develop pedagogical knowledge; increasing access to classroom experiences. Blomeke, Nguyet (2012) said that giving trainees hands-on experience with a variety of teaching methods and strategies, as well as developing abilities in using activity-based teaching approaches that engage student teachers, necessitates the participation of students.

Despite what appears to be overwhelming evidence that teacher education should be a public good, public opinion is far from settled, with the majority of teachers believing they should not be responsible for their own education. According to Hart and Teeter's poll in the United States Docampo (2007), public opinion is split on whether teacher education is a basic right or something that must be earned.

While grants are provided from public sources, students' pay school funding have grown more quickly in recent years than public that are at times used in provision of instructional resources among the OECD countries. Between 2008 and 2013, students' pay funding increased by 16% on average across the OECD, while grants to teacher education

increased by only 6%. Students' pay funding typically play a more important role facilitating provision of instructional materials in teacher education.

As a result of the foregoing presentation, analysis, and interpretation, it can be concluded that money is a concern for learning quality; the grant was insufficient, requiring students to suffer a significant financial burden in order to ensure quality learning at the PTCs. There was a high positive association between student contributions and learning quality, according to the correlation. The difference was statistically significant ($r = 0.624^{**}$, $N=109$, $P=0.000$). As a result, there is a statistically significant correlation between student contributions and learning quality. The findings reveal that both variables change in the same direction, with higher student contributions indicating higher learning quality and lower student contributions indicating lower learning quality.

5.1.2 The relationship between government funding to PTCs and the quality of learning

Question 7 in the questionnaire (see appendix A) was constructed to find out whether government funding has a significant relationship with the quality of learning. The responses indicated that although government has provided funding through tutors' salaries, construction of tutorial rooms like laboratories all these are inadequate. This means that the government has provided some funds but there is need for more for the smooth running of the PTCs. This is supported by Scrivner and Wolfe (2003) who stated that government and students provide funding resources to the PTCs but some countries government funding is only meaningful for those with low income or in deprived areas because caters for only basics for learning.

A Pearson Product moment Correlation run to determine the relationship between government funding and quality of learning. There was a strong positive correlation between government funding and quality of learning. Which was statistically significant ($r = 0.460^{**}$, $N=109$ and $P=0.000$). This meant that there is a statistically significant relationship between

government funding and quality of learning. The findings showed that a change in government funding is related to a considerable change in quality of learning yet according to Global Monitoring Report (GMR, 2015) it's noted that government provides funding through the budget allocations but education remains under-funded at a global level. Although governments have increased spending, few of them have actually prioritised education in their national budgets. Uganda in particular reduced its budget for education from UGX 2781.1 Billion in FY 2018/19 to UGX 2685.5 Billion in FY 2019/20 totaling to 10.5% of the national budget in FY 2019/20, down from 11.1% in FY 2018/19 MoES (2020). This implies the resources for teacher training have also been affected negatively.

Similarly, (Ablenyie, 1996) identified inadequate pay, low reputation for tutors, and a lack of promotion prospects as important reasons. More research has discovered that inadequate or non-implementation of service conditions, as well as appalling socio-economic conditions, are additional variables in specific places where most tutors operate (Cobbold, 2007). Bennel (2004) also stated that instructors' salaries and other material rewards in poor nations were insufficient to meet individual and household survival needs. This result backs up the 2005 Education For All (EFA) report, which found that teachers in underdeveloped countries like Uganda frequently receive wages that are insufficient to provide them with a fair standard of living, causing them to miss deadlines.

The second Millennium Development Goal (MDG2) emphasized the importance of providing all children with at least a basic education of equal quality. This needed well motivated tutors to train teachers. Dolton & Marcenaro (2011) indicated a relationship between quality of job performance for tutors and their salaries relative to other professions.

According to Kremer (2013), the importance of teacher training is supported by research in developing countries, which finds that education funds that focus on improving

teacher training and reforming pedagogical approaches by putting in place the necessary infrastructure for learning are the most effective at improving learning.

5.1.3 The relationship between donor funding to PTCs and the quality of learning

Findings on the relationship between donor funding and the quality of learning indicated that the contributions towards instructional supplies to the college from the donors is evident. So for the smooth learning of students, donors' contributions count much as far as instructional process is concerned.

A Pearson Product moment Correlation run to determine the relationship between donor funding and quality of learning. There was a strong positive correlation between donor funding and quality of learning. Which was statistically significant ($r = 0.397^{**}$, $N=109$ and $P=0.000$). This means therefore that there is a statistically significant relationship between donor and quality of learning. The findings show that a change in donor funding is related to a very considerable change in quality of learning. The findings show that both variables change in the same direction whereby the increase of donor funding is related to high quality of learning, and decrease of donor funding is related to low quality of learning compromising the quality of teachers produced by the PTCs.

This is in accordance with Lyons (2002), who stated that the physical condition of our schools is beginning to effect student achievement. Learning is a challenging activity that tests students' motivation and physical fitness. Donors to various schools are directly providing instructional resources that are intended for infrastructure renovation and upkeep as a result of the unfavorable situation (Crampton & Thompson, 2002). When it comes to school infrastructure, a combination of old buildings, inadequately stocked libraries, and declining or stagnating financial resources provides a prescription for disaster (Brady, 2002).

5.2 Conclusion

The study's goal was to look into the relationship between funding mechanisms and learning quality in Ugandan PTCs. According to the findings and discussions presented, there was a strong positive relationship between students' contributions and learning quality, where a change in students' contribution was related to a significant change in learning quality, where more students' contributions was related to good learning quality, and vice versa.

According to the primary findings of the second objective, there is a strong positive relationship between government funding and educational quality, with a change in government spending resulting in a significant change in quality of learning, and vice versa..

Similarly, it can be deduced from the third objective that there was a very significant positive association between donor funding and learning quality, whereby greater donor funding is related to better learning quality, and vice versa.

According to the findings of this study, increasing money can have a greater impact on high-quality learning for teacher trainees in Uganda's PTCs. This necessitates more research into the equity of PTCs. Finally, due to the small sample size of 140 respondents, the conclusions of this study cannot be applied to all of Uganda; however, the findings provide a foundation for future research.

5.3 Recommendations

1. In line with the findings and conclusion of the study, the researcher recommends that set commendable fees for teacher trainees to support the provisions of the instructional materials.
2. Government should increase funding to the Primary Teachers' Colleges so that more instructional materials are acquired, tutors' salaries are enhanced, provision of more continuous professional developments, effective monitoring and support supervision.

3. PTCs should engage in projects that generate funds to minimise reliance on donors.

5.4 Areas for Further Research

1. Educational resources and equity in the Primary Teachers' Colleges.
2. Tutor competence and grade 111 student teachers' academic performance in primary teachers' colleges of Uganda.

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APPENDIX A: Questionnaire for Tutors.

Dear Respondent,

I am Musasizi Michael a student of Kyambogo University pursuing a Masters' Degree in Education Foundations. I am conducting a study on the topic "**Funding Mechanisms of Primary Teachers' Training Colleges and the Quality of Learning in PTCs**". You are requested to read the questionnaire given and answer the questions appropriately. The information given will be treated with maximum respect and confidentiality for purpose of improving the quality of learning in the Primary Teachers' Colleges.

Section A: Demographic data

1. Gender

a) Male

b) Female

2. Years of service in the teaching profession

a) 1-5years

b) 6-10 years

c) 11-20 years

d) 21 years and above

3. What is your highest qualification?

a) PHD

b) Masters' degree

c) Degree

d) Diploma

Section B: Students pay and quality of learning in the PTCs.

4. Do students contribute at college?

a) Yes

b) No

1-Strongly agree (SA); 2-Agree (A); 3-Undecided (U); 4-Disagree (D) and 5-Strongly Disagree (AD).

No	Item	SA	A	U	D	SD
1.	Capitation grant is released in time and adequate.	1	2	3	4	5
2	Tutors' salaries are satisfying to motivate them to work.	1	2	3	4	5
3	There is enough rooms for tutorials.	1	2	3	4	5
4	Adequate laboratory space and equipment.	1	2	3	4	5
5	Well stocked library and space.	1	2	3	4	5
6	Provided with enough instructional materials.	1	2	3	4	5
7	We have free access to whatever is required for learning.	1	2	3	4	5
8	Incase of inadequance, we are provided for in time.	1	2	3	4	5
9	Provided with adequate continuous professional developments.	1	2	3	4	5

Section D: P.T.C. Donor funding and the quality of learning.

8. Please tick the number that best describes your view on the relationship between donor funding and quality of learning.

1-Strongly agree (SA); 2-Agree (A); 3-Uncecided (U); 4-Disagree (D) and 5-Strongly Disagree (AD).

No	Item	SA	A	U	D	SD
1	Most instructional materials are provided by donors.	1	2	3	4	5
2	Have no resources provided by donors.	1	2	3	4	5
3	Less is provided by donors at the college.	1	2	3	4	5
4	Donors provide irrelevant resources for learning.	1	2	3	4	5

c) What other ways has donor funding to PTCs affected quality of learning?

- i)
- ii)
- iii)
- iv)

Section C: Government funding and quality learning.

17. Using the scale below, please indicate to what extent each of the following items from government contribute to quality of learning.

1-Strongly agree (SA); 2-Agree (A); 3-Undecided (U); 4-Disagree (D) and 5-Strongly Disagree (AD).

No	Item	SA	A	U	D	SD
1.	Capitation grant is released in time and adequate.	1	2	3	4	5
2	Tutors' salaries and satisfying to motivate them to work.	1	2	3	4	5
3	There is enough rooms for tutorials.	1	2	3	4	5
4	Adequate laboratory space and equipment.	1	2	3	4	5
5	Well stocked library and space.	1	2	3	4	5
6	Provided with enough instructional materials.	1	2	3	4	5
7	We have free access to whatever is required for learning.	1	2	3	4	5
8	Incase of inadequance, we are provided for in time.	1	2	3	4	5
9	Provided with adequate continuous professional developments.	1	2	3	4	5

Section D: P.T.C. Donor funding and the quality of learning.

18. Please tick the number that best describes your view on the relationship between donor funding and quality of learning.

1-Strongly agree (SA); 2-Agree (A); 3-Undecided (U); 4-Disagree (D) and 5-Strongly Disagree (AD).

No	Item	SA	A	U	D	SD
1	Most instructional materials are provided by donors.	1	2	3	4	5
2	Have no resources provided by donors.	1	2	3	4	5
3	Less is provided by donors at the college.	1	2	3	4	5
4	Donors provide irrelevant resources for learning.	1	2	3	4	5

f) What other ways has donor funding to PTCs affected quality of learning?

- v)
- vi)
- vii)
- viii)

SECTION E: QUALITY OF LEARNING.

19. Please tick the number that best describes your view on the relationship between donor funding and quality of learning.

1-Strongly agree (SA); 2-Agree (A); 3-Undecided (U); 4-Disagree (D) and 5-Strongly Disagree (AD).

No	Statement	SA	A	U	D	SD
1	Tutors provide the right knowledge.	1	2	3	4	5
2	Tutors have the ability to demonstrate the skills needed	1	2	3	4	5
3	Tutors motivate learners through positive re-enforcement.	1	2	3	4	5
4	Tutors are encouraged to attend to students.	1	2	3	4	5
5	Tutors uses instructional aid during the lesson.	1	2	3	4	5
6	Student teachers are motivated to learn.	1	2	3	4	5
7	Tutors in colleges are competent.	1	2	3	4	5

Thanks for your time.

APPENDIX C: Interview Guide for the Principal and Deputies.

1. Do you think students' pay towards their stay at college has a significant impact on their quality of learning?

a)Yes b) No.

If Yes, explain.

In your view, to what extent do you think students' pay influence quality of learning in your PTC?

2. Do you think government funding to the PTC has a significant impact on their quality of learning?

a)Yes b) No.

If Yes, explain.

In your view, to what extent do you think government funding influence quality of learning in your PTC?

3. Do you think donor funding to the PTC has a significant impact on their quality of learning?

a)Yes b) No.

If Yes, explain.

In your view, to what extent do you think donor funding influence quality of learning in your PTC?


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Office of the Dean, Graduate School

29th June 2020

To Whom It May Concern

RE: LETTER OF INTRODUCTION

Dear Sir/Madam,

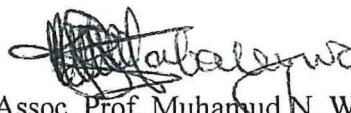
This is to introduce **Mr. Musasizi Michael** Registration Number **17/U/14568/GMEF/PE** who is a student of Kyambogo University pursuing a Masters Degree.

He intends to carry out research on **“Funding Mechanisms and Quality of Learning in Primary Teachers’ Colleges: The case of Bishop Willis Core, Iganga Uganda”** as partial fulfillment of the requirements for the award of the Master of Education Foundations

We therefore kindly request you to grant him permission to carry out this study in your institution.

Any assistance accorded to him will be highly appreciated.

Yours sincerely,



Assoc. Prof. Muhamud N. Wambede
DEAN, GRADUATE SCHOOL

