

**THE IMPLEMENTATION OF UNIVERSAL SECONDARY EDUCATION POLICY
AND SCHOOL ENROLMENTS IN UGANDA: A CASE OF ABIM DISTRICT**

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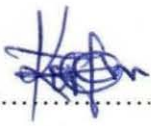
**A RESEARCH REPORT SUBMITTED TO GRADUATE SCHOOL IN PARTIAL
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DECLARATION

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DEDICATION

This research report is dedicated to my dear wife, Hopestar Sally Acheng and my beloved children: Cynthia, Israel, Norbert and Rachael

ACKNOWLEDGMENTS

Firstly, gargantuan thanks go to God Almighty for the grace and the strength which has enabled me to reach this far. It was an almost impossible task without Him, considering the uphill involve in this work. I remain eternally grateful to Him!

Secondly, special thanks go to my dear supervisors; Dr. Jacob L. Oyugi and Dr. Regis Zombeire Regis who enthusiastically accepted to supervise me. They generously gave me all the attention to make this research work a success. I am equally thankful to my lecturers in the School of Management and Entrepreneurship for the mentorships and the due support while pursuing this course. Thank you so much!

I can't of course, forget to honestly thank my parents; Festus Ogowang, Milla Ajwang and my beloved brethrens; Noman, Bonzy, Bongoluk, Grace, Godfrey and Denis for the moral support and encouragements. Their encouragements gave me the energy and strength to push forwards to this greater height.

Finally, to my friends: Mugaba Muhamad Muhammud and Stephen Ediru. Their support cannot be underrated. Thank you!

May the almighty God bless you richly!

ABSTRACT

This study examined the implementation of USE policy on secondary school enrolments in Abim District. Expressly, the study explored the influence of the implementation of USE policy on equitable access, completion and dropout rates in three secondary schools of Lotuke seed secondary, Abim secondary school and Morulem Girls Secondary School.

Non probability sampling techniques was employed to obtain participants for the study. Both qualitative and quantitative study design was used. A total of 59 key informants participated in the study. The primary data was obtained using structured questionnaire and interview guides, and secondary data through review of documentaries like school admission books, UCE computer results (2006 and 2015 respectively), class registers, and statistical forms.

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version: 16 at two levels; first, descriptive summary of all the variables was generated using frequency distribution; and secondly, the implementation of Universal Secondary Education on enrolments was assessed using linear regression. Qualitative data was analyzed by identifying themes from the finding of key informants' interview to respond to the objectives of the study.

The findings of this study indicated that the implementation of USE policy has resulted into increase in enrolment of students in secondary schools in Abim District. However the number of boys enrolled still remains higher than that of girls. Although the completion rates have increased for both boys and girls following the introduction of USE policy, dropouts still remains high especially among girls. Some of the major factors behind increasing dropout of girls in the District include; early marriages and pregnancies, low family income and peer influence. So the study recommended the need to address cultural, school and structural barriers to secondary school enrolments in Abim District.

LIST OF ACRONYMS/ABBREVIATIONS

AAI- Africa-America Institute

CVI- Content Validity Index

DEO- District education officer

HIV/AIDS- Human immune virus/ Acquired immune deficiency syndrome

ICESCR- International Covenant on Economic, Social, and Cultural Rights

ILO- International Labour Organization

KIIs- Key Informants Interviews

M o U- Memorandum of Understanding

PPP- Public Private Partnership

UNCRC- United Nations' Convention on the Rights of the Child

UDHRs- United Declaration Human Rights

UNESCO- United Nations Education Scientific Children's Organization

UPE- Universal Primary Education

USE- Universal secondary education

USDGs- Universal Sustainable Development Goals

WEC- World Education Conference

STDs- Sexuality Transmitted Diseases

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examined the influence of the implementation of Universal Secondary Education (USE) policy on secondary schools enrolments in Abim District. This chapter presents the background to the study, the statement of the problem, the objectives of the study, research questions, the study scope, the significance of the study and definition of key terminologies and concepts.

1.1 Background to the Study

Education has been formally recognized as a fundamental human right since the adoption of the Universal Declaration of Human Rights in 1948, and is considered critical to global economic development and social welfare. Due to this fact, various governments and donor agencies have emphasized the importance of policies to offset inequality in access to schooling, especially to traditionally marginalized groups, including girls and women, local populations and remote rural groups, street children, migrants and nomadic populations, people with disabilities, and linguistic and cultural minorities (Petrosino et al, 2014; UNESCO, 2007). The background of this study was categorized into three parts namely; historical, theoretical, contextual and conceptual perspectives.

1.1.1 Historical perspective

The origins of the concept of Universal Education dates back to the Universal Declaration of Human Rights in 1948 by United Nations' general assembly. Article 26 states that; everyone has the right to education and that Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and education shall be equally accessible to all on the basis of merit. Successful implementation of this right varied from country to country. Forty years after the adoption of the Universal Declaration of Human Rights, United Nations Education Scientific Children's Organization (UNESCO) launched the global movement "Education for All". The first global conference took place in Jomtien (Thailand), in 1990. (World Education Conference (WEC), 1990:155)

The World Education Forum met ten years later in Dakar, Senegal in 2000 to monitor and evaluate the success of the implementation of education for all program. The members found out that the implementation of the first conference agreements had not been very successful due lack of funding and political will by individual governments. They updated the framework for action of the program with six education goals to be achieved by 2015. The goals included the following: universal access to learning, a focus on equity, emphasis on learning outcomes, broadening the means and the scope of basic education, enhancing the environment for learning; and strengthening partnerships (WEC, 2000). In their meeting at the United Nations Headquarters in New York from 25-27 September, 2015, World leaders also agreed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 as part of the goals for Global Sustainable Development (USDGs, 2015). This is because education was considered a powerful driver of development and is one of the strongest

instruments for reducing poverty and improving health, gender equality, peace, and stability (World Bank, 2014).

In sub-Saharan Africa, Uganda was the first country to adopt Universal Education with the introduction of Universal Primary Education (UPE) in 1997. The Ugandan government also adopted Universal Secondary Education in the year 2007, with the aims to consolidate UPE gains & ensure equitable access to secondary education for all (Werner, 2011:6; Barungi, Wokadala, & Kasirye, 2015)

1.1.2 Theoretical perspective

The study adopts Maslow's theory of motivation developed by Abraham Maslow in 1943, which asserts that humans are motivated by a hierarchy of needs shaped like a pyramid, in order from most essential and basic to the most complex. They act to fulfill basic survival needs before addressing more advanced needs or wants. The theory also assumes that humans are perpetually wanting. As soon as a person achieves goals, he or she is motivated to reach other levels of need. Each of the levels in Maslow's hierarchy of needs supports the next level of the hierarchy.

Physiological needs form the base of the hierarchy. These needs include what is necessary for survival, such as food, water and shelter, and support the next level, which is safety. The need for safety leads to basic tools and routines that make life predictable and easier to control.

The next level of the hierarchy is love and belonging. To satisfy these needs, a person seeks out friendship, romantic love, sex, or groups of people who share common interests in politics, religion, art or culture.

The next level up is esteem. To satisfy these needs, a person seeks to belong and be respected within a community of others. This may motivate him to make lots of money, pursue higher education or excel at a certain skill.

Finally, at the top of the hierarchy comes self-actualization, which Maslow explained by saying "What a man can be, he must be." After a person becomes highly skilled in a discipline or art form, he feels compelled to experiment, innovate and push the limits. The same could be said of writers, teachers, athletes, and anyone else who has satisfied all the other needs in the hierarchy.

As applied in education, when the lower level needs like food, water and shelter are not met by both parents and students, they can't demand for education which is almost the last in hierarchy and this therefore affect school enrolments, completion and dropout rates, and vice versa.

1.1.3 Contextual perspective

Sub-Saharan Africa has achieved the greatest gains in secondary education participation compared to all other regions in the world between 1999 and 2012. Worldwide, there were five hundred fifty two (552) million youths enrolled in secondary schools in 2012. Some forty nine (49) million secondary school students resided in Africa. After graduating from primary schools, many students are finding it difficult to attend secondary schools close to home. Across Africa, secondary schools can accommodate only thirty six (36%) percent of qualifying secondary students. Young people living in rural communities still have limited access to secondary education compared to youth in urban areas for example seven out of ten (7/10) rural youth have never attended school (AAI Report, 2015:8). Secondary education today is still largely reserved for a privileged few. However, governments are recognizing the importance of investing in a secondary education on the grounds of growth, poverty reduction, equity, and social cohesion as

well as to enhance the quality of education at the same time. Some African governments are exploring a wide variety of financing options to boost the quality and capacity of secondary schools.

In Uganda, the total enrolments in secondary schools (2,564 secondary schools of which 1,004 Government Aided and 1,560 Non Government that responded to the 2011 ASC) increased from 814,087 in 2006 to 954,328 in 2007 and in 2011 stood at 1,187,785 students (649,738 males and 561,132 females (Uganda educational statistics, 2011:52). According to African American Institute's report (2015), seventy two (72%) percent of secondary school-aged children are not in school, and so public-private partnership is enabling more adolescents to gain an affordable, quality secondary education in Uganda.

In Abim District, a snapshot of total enrolments in the five secondary schools by gender in 2011 education statistics stood at one thousand six hundred and sixty one (1,661) for boys and one thousand two hundred and ninety five (1,295) for girls respectively. As evidence here, the numbers of boys were still more than that of their counterpart, the girls despite the implementation of USE policy in the District (Uganda educational statistical extract, 2011:140).

1.2.4 Conceptual perspective

The government of Uganda is committed to the provision of Universal education to all children, youths and adults irrespective of their social-economic backgrounds. This is in line with the United Nations declaration of education as a fundamental human right. It adopted Universal primary education policy in 1997 and Universal secondary education in 2007 to cater for UPE graduates (Werner, 2011). The implementation of USE policy heavily relies on the partnership between Ministry of Education Science, technology and sports & selected privately owned secondary schools (PPP). The PPP is largely driven by limited public secondary school

infrastructures, which would otherwise limit access to all qualifying children. So Ministry of Education selected some private secondary schools to partner with & a Memorandum of Understanding (MoU) was signed with them to ensure that they comply with USE policy's implementation guidelines (Barungi et al, 2015).

The government provides capitation grants, received in lump sum, which enables school management to pay teachers' salaries, expand and establish new infrastructures, and undertake other activities as per their work plans and Non-monetary support, e.g. textbooks for mandatory subjects, teachers' guides, in-service training of teachers, English dictionaries and pronunciation Compact Disc and laboratory equipments and chemicals, monitor programme implementation. Parents provide; Take and register their eligible students at school, feeding by paying lunch fees in cash or in kind, school uniforms and scholastic materials to their children, parents voluntarily contribute towards the purchase of laboratory chemicals & apparatus, & construction of more school buildings. School management over sees the implementation of USE policy guide lines. They supervise the teaching learning processes at the school (Barungi et al, 2015). The policy has been praised by both local and international communities for the influence it has on increasing public secondary school enrolments, especially for girls from poor families (Asankha & Takashi, 2011).

1.2 Statement of the Problem

Although the implementation of USE policy has increased access to secondary education, disparity in enrolments still remains a major challenge as more increase is reported among boys than girls for example in North Eastern Uganda, there was male enrolments of four thousand four hundred and ninety nine (4,499) and females were only two thousand five hundred and sixty

(2,560), and in Abim District, total secondary school enrolments was one thousand six hundred and sixty one (1,661) for boys and one thousand two hundred and ninety five (1,295) for girls respectively in 2011 (Uganda educational statistics, 2011). Despite noble intentions of USE policy to consolidate UPE gains and increase equitable access to secondary education for all eligible students regardless of their socio-economic backgrounds, disparity in access, completion and dropout rates of students, especially females remain major hindrances to the success of the policy and there is still little or no explanation on causes of this disparity in secondary education enrolments between boys and girls especially in Abim District. This study therefore examined the influence of USE policy implementation on equitable access, completion rates and dropout rates in secondary schools in Abim District.

1.3 The Objectives of the study

1.3.1 General objective

The general objective of this study was to assess the implementation of USE policy on school enrolments in Abim District.

1.3.2 Specific objectives

The study was guided by the following specific objectives;

1. To evaluate the implementation of USE policy on equitable access to secondary schools in Abim District.
2. To examine the extent to which the implementation of USE policy has influenced completion rates in secondary schools Abim District.

3. To analyze the implementation of USE policy on dropout rates in secondary schools in Abim District.

1.4 Research Questions

The study was seeking answers to the following research questions;

1. How has USE policy implementation influenced on equitable access to secondary education in Abim District?

2. What are the influences of USE policy implementation on completion rates in secondary schools in Abim District?

3. What are the influences of USE Policy on dropout rates in secondary schools in Abim District?

1.5 Scope of the Study

The scope of the study was divided into; Content scope, geographical scope and time scope as seen below;

1.5.1 Content scope

The study focused strictly on the implementation of Universal Secondary Education policy and school enrolments in Abim District. The independent variables were the implementation of USE policy and the dependent variables were school enrolments.

1.5.2 Geographical scope

The study was conducted in Abim District, carved out of Kotido District in 2006. Abim is situated in North Eastern Uganda. (Daily monitor, Dec, 3rd, 2012). The study distinctively targeted three (3) secondary schools; Abim secondary school, Morulem Girls secondary school, Lotuke seed secondary. This was because they have been implementing USE policy and can give

a broader picture of USE policy influence on equitable access, completion and dropout rates in the District. The key informants selected for the study were; school administrators from selected USE schools, BOG/PTA Executives and District education officials.

1.5.3 Time scope

The study also focused on the implementation of USE policy and school enrolments between 2003 and 2015 in Abim District. The year 2003 was before USE policy was introduced and 2015 was the year after USE policy was implemented for about a decade in Uganda. So the time lap was vital in examining the extent to which the implementation of USE policy has influenced equitable access, completion and dropout rates in secondary schools in Abim District.

1.6 Significance of the Study

The results of this study will help educational policy makers in the Ministry of Education, Science, Technology, and Sports with policy interventions that they may need to improve on equitable access and completion rates to secondary education in Uganda. Besides that, the policy framework will spells out clearly the roles of the parents, the Ministry of Education, School administrators and teachers in the PPP program.

In addition, the completion of this study will enable the researcher to meet the requirements for the award of Masters of Science in Organization and Public Policy Management of Kyambogo University.

The findings from this study will benefit the parents by sensitizing them on the need to enroll their school age going children to schools. It is hoped that, the head-teachers will use the findings

of this study to create awareness to all key stakeholders in the importance of secondary school education.

1.7 Definition of key concepts

Universal Secondary Education: Is the provision of free secondary education to any person who passes the Primary Leaving Examination (PLE) with an aggregate score of 28 or less.

Policy implementation: Policy implementation reflects a complex change process where government decisions are transformed into programs, procedures, regulations, or practices aimed at social betterment (Degroff & Cargo, 2009). Implementation literally means carrying out, accomplishing, fulfilling, producing or completing a given task.

Education: Kumar & Ahmad (2008) defined education as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity.

Secondary Education: The stage of formal education following the primary level concerned essentially with continuing basic education and expanding it to include the learning of employable/gainful skills, usually corresponding to four years of high school.

Universal Access: Ability of all people to have equal opportunity in education, regardless of their social class, gender, ethnicity, background, and physical or mental disabilities.

Equitable access to education: In education, the term access typically refers to the ways in which educational institutions and policies ensure or at least strive to ensure that both boys and girls have equal and equitable opportunities to take full advantage of their education.

Completion Rate: The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age (World Bank, 2014)

Dropout: According to Jamil, Atta, Baloch, Danish, Younis & Siddiq. (2010) drop out is “a term used for the children, who for any reason other than death, discontinue schooling and leave their education uncompleted”.

School Enrolments: Captures the population who report being enrolled in a regular school or the total number of students properly registered and/or attending classes at school. This research work used all the key terminologies and concepts mentioned above.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study focused on the implementation of USE policy and its influence on school enrolments, completion rates and dropout rates in secondary schools in Abim District. The literature review covered existing documents on USE policy implementation and enrolments, completion rates and dropout rates globally, with an aim of pulling out contributions of different scholars in the study themes, identifying existing gaps that need to be filled by this particular study.

2.1 Theoretical framework of the study

The study adopts Maslow's theory of motivation developed by Abraham Maslow in 1943, which asserts that humans are motivated by a hierarchy of needs shaped like a pyramid, order from most essential and basic to the most complex. They act to fulfill basic survival needs before addressing more advanced needs or wants. The theory also assumes that humans are perpetually wanting. As soon as a person achieves goals, he or she is motivated to reach other levels of need. Each of the levels in Maslow's hierarchy of needs supports the next level of the hierarchy.

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The next level of the hierarchy is love and belonging. To satisfy these needs, a person seeks out friendship, romantic love, sex, or groups of people who share common interests in politics, religion, art or culture.

The next level up is esteem. To satisfy these needs, a person seeks to belong and be respected within a community of others. This may motivate him to make lots of money, pursue higher education or excel at a certain skill.

Finally, at the top of the hierarchy comes self-actualization, which Maslow explained by saying "What a man can be, he must be." After a person becomes highly skilled in a discipline or art form, he feels compelled to experiment, innovate and push the limits. The same could be said of writers, teachers, athletes, and anyone else who has satisfied all the other needs in the hierarchy. (McLeod, 2016)

As applied in education, when the lower level needs like food, water and shelter are not met by both parents and students, they can't demand for education which is almost the last in hierarchy and this therefore affect school enrolments, completion and dropout rates, and vice versa.

2.2 Conceptual framework

Figure 1 below, provides conceptual representation of how the implementation of USE policy has influenced on enrolments to secondary education.

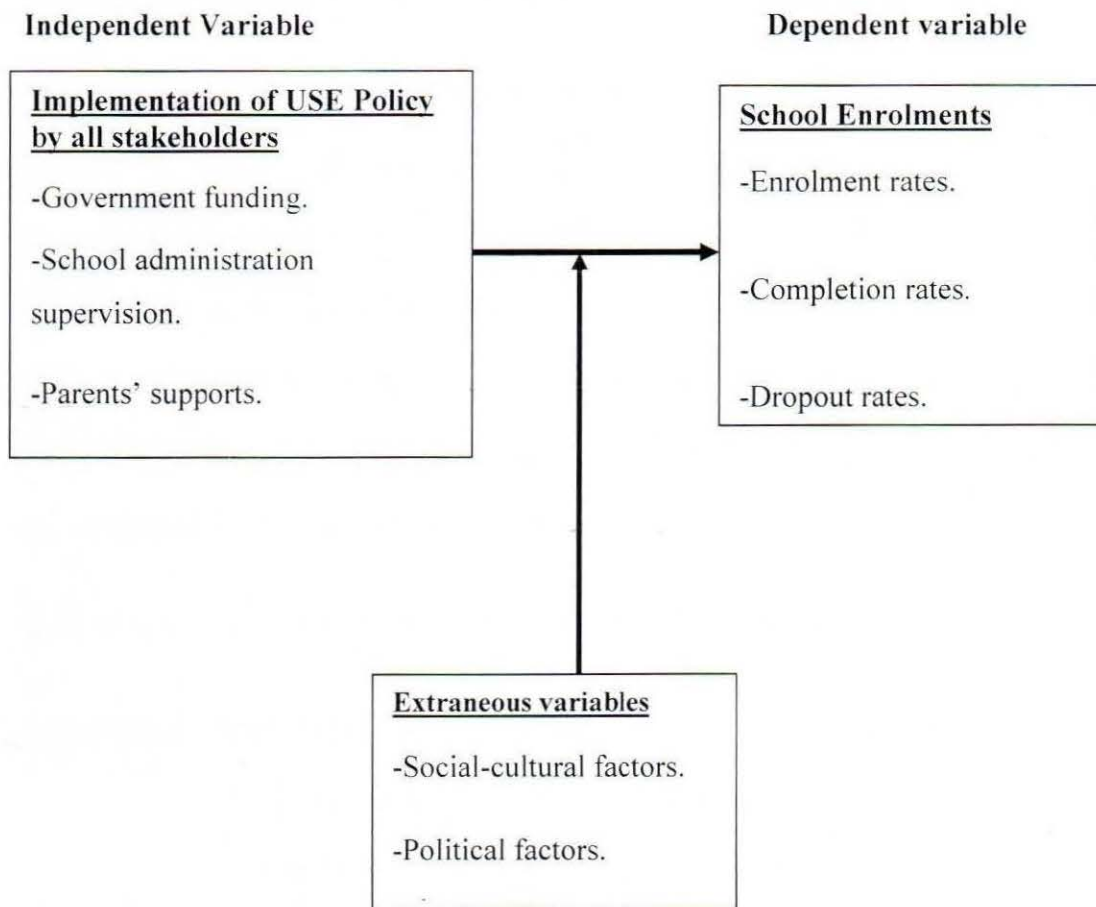


Figure 2.1: This conceptual framework was adapted by Barungi et al, (2015) and modified by the researcher

The graphical framework above gives a snap of the relationship between the implementation of USE policy and school enrolments. The independent variable was the implementation of USE policy by all stakeholders involved in the programme and the dependent variable was school enrolments. As seen above, when all the stakeholders like government, USE school management

and parents effectively fulfill their roles in the USE PPP programme, then the USE policy objectives for example to: increase equitable access, increase completion rates and reduce dropout rates to secondary education will be attained. However, the socio-cultural and political factors are extraneous variables which may negatively affect the school enrolments.

The socio-cultural factors like household level of poverty, parental attitudes to schooling and parental expectations influence educational access and completion. It should be noted that the attitude of the parents influenced by culture can have negative effects on equitable access, completion and dropout rates Koskei et al, (2015). Political factors like the Government Philosophy and political will, will determine adequate and timely disbursement of funds which has a direct influence on school enrolments. In brief, school access, completion and dropout rates are influenced by socio-cultural and political factors.

2.3 The implementation of USE policy on equitable access to secondary education.

According to Atayi (2008) in her study carried out in Arua-Uganda, revealed that girl's enrolments in schools are low due to poverty and negative social attitudes and cultural practices. She noted that poverty coupled with bad cultural practices like child marriage and negative attitudes towards girl child education causes most parents to prefer sending boys to school than girls. Njoka et al (2011) stated that with increased investment in the promotion of gender parity and equality in education in Kenya, more girls were enrolled in primary and transitioning to secondary schools relative to 2002, thus increasingly narrowing gender gap. However, persistent barriers such as socio-cultural and religious practices, poverty and lack of community awareness continue to contribute to inequitable access, participation and performance in education, mainly in favor of boys.

According to Werner (2011) in his study teacher support for universal secondary Education in Uganda said, USE has increased access to secondary education. She noted that more students were able to enroll in USE schools, yet the schools did not necessarily have the infrastructure to meet the needs of all the students. A report by Barungi et al (2015) indicated that the implementation of USE policy has increased access to secondary education but with more boys up from 18% in 2000 to 39% 2007 than girls from 14% in 2000 to 31% in 2007. However, there was no clear explanation of the causes of this disparity in access to secondary education between boys and girls.

A study by Mtavangu (2010) in Iringa region in Tanzania on Enhancing Equitable Access to Quality Secondary Education indicated that men deny girls their rights to equitable access to education by having love affairs with them and eventually impregnating them. UNICEF cited School governance and environment as constraints inhibiting school enrolment. Cases of few classrooms, poor latrines, and lack of teachers in schools were some of the reasons refugee children put forward for not enrolling. This is aggravated by the long distances in some settlements where refugees are found. For instance, in Kyangwali settlement, there are households which are as far as five (5) Kilometers from the nearest government UPE school. It is therefore hard for parents to enroll their children in school because the available school is private and quite expensive (Mpyangu et al, 2014)

2.4 The implementation of USE policy on completion rates in secondary schools

A national study by Njoka, (2011) in Kenya revealed that completion rates have not been improved because policies developed to address inclusive and equitable basic education have not been effectively implemented. Specifically, policies on Gender in education, special needs

education, HIV/AIDS in education school health and nutrition which affected the completion rates. The implementation of USE policy in Uganda in 2006 increased completion rates for both boys and girls in senior four students, with 33% boys and 25% girls in 2006 to 52% boys and 34% girls in 2012 respectively. However, no reason is mentioned for the disparity in completion rates (Barungi et al, 2015).

A study in Kenya by Kananu (2013) indicated high dropout rates at secondary schools because of lack of guidance and counseling to students causing them to be expelled and thus dropping out of school leading to low levels of completion. She also noted that some students drop because of poor performance. She recommended guidance and counseling programmes to students to help avoid expulsion of students and that school administration should identify slow learners so as to give them remedial work.

The implementation of USE policy in Uganda in 2007 increased completion rates for both boys and girls in senior four students, with 33% boys and 25% girls in 2006 to 52% boys and 34% girls in 2012 respectively. However, no reason is mentioned for the disparity in completion rates (Barungi et al, 2015).

2.5 The implementation of USE policy on dropout rates in secondary schools

Dropping out of school is a major problem in many developing countries. The prevalence varies between and within countries and occurs more in certain age ranges and grades (depending on the educational structure and patterns of participation in that country). Drop out, by definition, depends on children being previously enrolled, and so in countries where there is low initial enrolment, actual numbers who drop out may be lower than where initial enrolment is high. (Hunt, 2008:1)

According to Jamil, Atta, Baloch, Danish, Younis & Siddiq (2010) drop out is “a term used for the children, who for any reason other than death, discontinue schooling and leave their education uncompleted”.

Studies in Kenya to address inclusive and equitable basic education indicated that dropout rates were highest for both girls and boys in grade six (6) and seven (7). He however, noted that the causes of high dropout rates among the girls were: cultural practices, pregnancy and early marriage, extreme poverty, poor performance, lack of motivation, inadequate parental support ,family conflicts ,peer influence ,health complications ,drug abuse (Njoka et al, 2011). A study on the influence of teacher characteristics on drop out of students from secondary schools in Marakwet District, Kenya found out that poor classroom management, teachers’ negative comments like ‘try somewhere else or unreachable’ and also administration of corporal punishment make students to drop out of school, (Mwema, 2003) as cited by Mutwoli & Keitany (2015). Also, studies by hunt (2008:9) link dropout of girls to link with gendered patterns of access, with households in some cases less willing to pay fees for girls’ education

A study in South Africa by findings revealed that socio-economic factors, institutional policies and funding strongly explain the prevalent dropout rates at colleges. It recommended that, adoption of students centered funding model, cultivation of relationships between lecturers and students as well as restructuring learning schedules be factored in during policy development (Masemola, 2014)

A study in Pakistan by Hussain (2011) has revealed that Pakistan has achieved substantial progress in raising literacy level since independence 1947. He however, noted the country is striving against the low enrollment and high drop out at primary level education due to the low quality of teachers caused by lack of specialized training programs that undermined the

development of professionalism in primary teachers which cause drop out of students in rural areas. He noted that one teacher is teaching at all levels of classes in rural areas which they may not have expertise. In such areas teachers are also teaching all types of courses which may not be their specialization. The communication and coordination is very weak at primary level education system leading to low enrolment and high drop out of students.

A number of studies highlight the link between poverty and dropping out from school. Poverty significantly affects both educational investments and learning. Controlling for expenditures per capita, children from households that are both poor and credit constrained are three times as likely to drop out of school. Thus, for some of the poor, the lack of available funds is a major obstacle to financing educational investments. However, being poor and credit constrained does not significantly affect learning in school (as measured by test scores or being held back), suggesting that the inability to finance educational expenditures does not hurt children's performance in school (Brown & Park, 2002, Birdsall, 2005, Boyle et al, 2002)

A study by Mpyangu, Ochen, Onyangon, Lubaale (2014) on out of school children in Uganda noted that Uganda has one of the highest percentages of primary school dropouts in the world. The findings of their study point to financial constraints as the most prominent factor explaining both non-enrolment and high drop-out rates. Other major indicators resulting in low enrolment rates and high drop-out rates included child's involvement in domestic work, long distances to school and child's obligations towards the family business and family farm and a child's lack of interest in school contributed to high drop-out rates.

2.6 Summary of literature and the gaps.

The study reviewed literature from journal articles, books, newspapers, websites, magazines and newsletters to identify the findings of previous authors in the subject of study. Reviewed

literatures point out poverty, negative attitudes and cultural practices (Atayi, 2008); poor school governance and environment (Mpyangu, Ochen, Onyango, & Lubaale (2014); Njoka (2011) cited Human immune virus/ Acquired immune deficiency syndrome (HIV/AIDS), feeding, gender inequality and lack of special needs education as factors for non- completion of secondary schools. Other factors cited include; lack of guidance and counseling (Kananu, 2013). However, all the studies reviewed focuses on causes of drop outs, non-completion and inequitable access to secondary education. Little or no study examined the influence of USE policy implementation on equitable access, completion and drop-out rates among students. No study of the sort was conducted in Abim District. Knowing whether findings from other Districts and countries are consistent with findings from Abim District could be important. Besides, situation change and understanding whether status of completion, drop-out and enrolment have remained the same or change could be important to added into existing body of knowledge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter of the study presents research design, study area, study population, sample size, sampling procedure, methods of data collection, procedure for data analysis, data management and analysis, and limitations to the study.

3.1 Research Design

This study adopted a Case study research design that employed both qualitative and quantitative methods of data collection and analysis. This was because the study focused on in-depth analysis of the implementation of USE policy in Abim District. The researcher simultaneously collected, analyzed and interpreted both data to provide information on the influence of USE policy implementation on secondary school enrolments in Abim District. A total of three secondary schools that have been implementing USE policy in Abim District were considered for the study in order to generate study findings to achieve the objectives of the research.

3.2 Study Area

The study was conducted in Abim District, carved out of Kotido District in 2006. (Daily monitor, Dec, 3rd, 2012). Abim is situated in North Eastern Uganda and is inhabited by Ethur, who are the Luo speaking group of people. It has a population of one hundred and nine thousand thirty nine (109,039) people (National Population and Housing Census, 2014:11-29).

3.3 Study Population

The study population for this study was Universal Secondary Education schools- those are schools implementing USE programme and were selected for this study. Namely; Abim secondary school, Lotuke seed secondary school and Morulem Girls secondary school in Abim District.

3.4 Sample Size and sampling procedure

The total sample size selected for the study was fifty nine (59) respondents. This was obtained from table for determining sample size from a given population provided by Krejcie and Morgan (1970) as can be seen in appendix three (3). The justification for selecting sample size of 59 key informants was because the researcher believed they are enough to provide information needed to supplement information from review of documentary evidence. A total of three (3) secondary schools are purposively selected for the study. These schools include; Lotuke seed secondary school (public), Morulem girls' secondary school (government aided) and Abim secondary (government Aided). The three selected secondary schools have been implementing USE policy since 2007. The impetus for selecting these schools was to help a researcher in gaining broader insights from their unique setting on USE policy implementation in achievement of its predetermined goals.

Table 3.1: The composition of the population and sample

CATEGORY OF RESPONDENTS	POP. (N)	SAMPLE SIZE (S)
School administrators (HT, DHT, Bursars DOS, Senior Teachers, Class teachers) 6 x 3schools	18	14
Teachers (HoD, Teachers) 8 x 3 schools	24	19
BOG and PTA Executives 9 x 3 schools	27	24
District Education Officials (DEO, DIS, Secretary of education 3 x 1	03	03
Total	107	59

Source: Krejcie and Morgan (1970)

3.5 Sampling techniques

The study employed non probability sampling techniques to obtain participants for the study. The researcher deliberately or purposively selected the items for the sample because he believed can provide suitable and trustworthy information on the implementation of USE policy and its influence on secondary school enrolments. For this study, the School Management was selected purposively to participate in the study because they run the school and oversee the implementation of government curriculum and policies. Teachers were also selected because they are at the forefront in the implementation of the curriculum and they interact very closely

with the learners in the class, and the District education officials oversees the implementation of government policies on education at the District level.

3.6 Methods of Data Collection

This study used qualitative and quantitative data collection methods like; Questionnaire, Key Informants Interviews (KIIs) and was complemented with reviews of available records at the School like UCE computer results (to determine the number of students that sat UCE exams), admission books, class registers and school statistical files as well (to determine the number of students enrolled). The details of methods of data collection in this study are analyzed below;

3.6.1 Key Informants Interviews (KII): In KII, a series of open ended questions were posed to individuals selected for their knowledge and experience in the topic. Interviews are qualitative, in-depth, and semi structured. They rely on interview guides that list topics or questions (Casley & Lurry, 1987). In this study, semi structured Key Informant Interview Guide was used to collect the data from District education officials like District education officer, inspectors of schools, secretary of education and health, and BOG/PTA executive members selected for the study.

3.6.2 Questionnaire: Is a data collection instruments mostly used in normative surveys (i.e. method that uses statistics and values considered normal for the group being surveyed to understand and collect data on a specific subject). So a researcher prepared systematically a form or document with a set of questions designed deliberately to elicit responses from respondents on USE policy implementation in secondary schools in Abim District. Closed ended questions were distributed to the respondents and he/she gave his/her responses at their free time. The responses were answered on a five (5) Linkert scale with 1. Strongly disagree, 2. Disagree, 3. Not sure, 4.

Agree, 5. Strongly agree. The researcher later collected the questionnaire, analyzed and interpreted it which provided information for research problem.

3.6.3 Analysis of written documents.

The researcher analyzed the existing documents on USE policy like UCE computer results, Admission books, Statistical files, Newspapers, Websites, Annual reports etcetera which provided information to answer research questions.

3.7 Research instruments

Research instruments are tools/guides used by researchers for collecting field data. They include; interview guide and questionnaire guide (Annum, 2016). This study therefore, used structured interview and questionnaire guides as elaborated below;

3.7.1 Interview guide: The researcher administered interview guides that contained a list of topics, questions and issues to key informants which explored their perspectives on USE policy implementation in secondary schools in Abim District. The primary advantage of these in-depth interviews was that they provided much more detailed information than what is actually available through questionnaire. They also provided a more relaxed atmosphere in which information was collected; people felt more comfortable having a conversation. The researcher collected the data by posing questions to the key informants as he listens and records their responses in terms of knowledge, attitudes, opinions, behaviors and facts.

3.7.3 Questionnaire guide: According to Abowi (2013), questionnaire guide is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents. This study used questionnaire guides to collection information on

USE policy implementation from top level school management personnel such as the Head teacher, deputy head teacher, Director of Studies, Bursars, senior man and woman teachers etc of selected schools. Closed ended questions were administered to the respondents and he/she gave his/her responses, which was then organized, analyzed and interpreted to provide information needed to close the knowledge gap.

3.8 Validity and reliability of research instruments

3.8.1 Validity

A researcher conducted a pre-testing prior to the actual research which enabled him determined whether there was any ambiguity in any of the items and ensured that the instruments elicited the type of data anticipated to answer research questions. The instruments were also reviewed by supervisors who are experts in the area of study. Those failed to measure the intended variables were modified and others discarded.

The researcher used Content Validity Index (CVI) to measure the validity of the research instruments for this study. The CVI was measured using the formula:

$$CVI = \frac{\text{Number of items declared valid by all experts}}{\text{Total number of items in instrument}}$$

$$CVI = \frac{57}{75} = 0.76$$

When the CVI is 0.7 and above, the instrument can be considered valid. (Amin, 2004, Kothari & Palls, 1994). After computation of validity of the instruments, the CVI was found to be 0.76 implying that the research instruments were valid.

3.8.2 Reliability

According to Mugenda & Mugenda (1999), reliability is a measure of the degree to which a research instrument adds consistent results or data after repeated trials. An instrument is reliable to the degree that it consistently measures the characteristic of interest over time. For this study, the reliability of the instruments was determined by carrying out pre-testing the instruments and data from the respondents were entered in statistical package for social sciences and Cronbach's alpha coefficient test of reliability was calculated and results presented in table 3.3 below;

Table 3.2 Reliability of the instruments

VARIABLES	ALPHA COEFFICIENT
Governments	0.724
Parents	0.896
School managers	0.712
School enrolments	0.789
Total	0.780

Source: Pilot study

Findings from the study in table 3.2 showed that the alpha coefficient of the sub variables making the independent variables of the implementation of USE policy key stakeholders like; government =0.724, parents=0.896 and school managers=0.712. The alpha coefficient for

dependent variable, school enrolments was 0.789. All Cronbach's alpha coefficient were above 0.70 which means the instruments were reliable enough to be used as instrument.

3.9. Data collection procedures

The data for this study was collected through notes taking during key informant interviews, questionnaire and documentary analysis. Notes was organized and typed in micro soft word and also carefully edited to minimize errors and mistakes, and then stored in a computer with a pass word in order to ensure safety and confidentiality due to the sensitivity of the study.

3.10 Data Analysis Procedure

The data was sorted out according to sources and coded according to themes, and then a thematic technique of data analysis was used to analyze both primary and secondary data. Thematic technique of data analysis focused on identifying themes and patterns in data, which are distinct from each other. It involves combining and classification/cataloguing of related patterns into sub-themes.

3.11 Data process and analysis

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version: 16 at two levels; firstly, descriptive summary of all the variables was generated using frequency distribution; secondly, the implementation of Universal Secondary Education policy on school enrolments was assessed using linear regression. Qualitative data was analyzed by identifying themes from the finding of key informants' interview to respond to the objectives of the study.

3.12 Limitations and delimitation of the study

The main limitation of this study was insufficient funds to make this work a complete. There was also lack of good transport means to connect to sampled secondary schools. However, the problems were resolved by soliciting for funds from relatives and friends. Besides, the researcher used his motor cycle to connect to schools and collected this pertinent data.

The researcher also experienced time constraints given the narrow framework within which to submit the final research report for examination. The researcher mitigated this challenge by strictly adhering to the planned schedule and working very hard to beat the dead line. The researcher also suspended other programs to concentrate on this vital work.

The researcher did not have sufficient knowledge and skills in data analysis and management using Statistical Application for Social Sciences. However, he hired the services of a statistician who did the analysis for him. Besides that, the researcher worked side by side with the statistician to bring out this output.

Some of the respondents were not cooperative to participate in the interviews and filling in the questionnaire. The researcher was patience and even, tried to explain further the rationale for the study to them. Those who were convinced actively participated and provided the information.

3.13 Ethical considerations in research

The researcher ensured informed consent before the actual start of the Key Informants interview by explain the purpose and benefits of the study for the student to complete a master degree, assured the informant to keep the information private and confidential etc. After provision of this information, the participant was asked if he or she agrees to participate in the study. Interviews

were conducted on consent. This was because participation by respondent in the study was voluntary. The study also observed the principle of confidentiality regarding the identity of the participant and his or her views. The field data was also kept in secret except information that hindered effective USE policy implementation was exposed and reported to the relevant authority for further action.

Another principle that was strictly observed by the researcher was honesty. The researcher strived for trust praiseworthiness in all scientific communication for example data reporting, results, methods and procedures, and publication status. The researcher did not fabricate, falsify, or misrepresent data to deceive colleagues, granting agencies, or the public. The researcher also strived to avoid biasness in data collection, data analysis, data interpretation, peer review, expert testimony, and other aspects of research observed were objectivity for example respect of intellectual property, honor patents, copyrights, and other forms of intellectual property. He gave credit where credit was due. He gave proper acknowledgement or credit for all contributions to research. The observation of all these principles ensured smooth conduct of research process, from research proposal up to research reporting.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

This study was on the influence of the implementation of USE policy on school enrolments in Uganda, a case of Abim District. Data was analyzed using SPSS version 16 at two levels namely; first, descriptive summary of all the variables was generated using frequency distribution; secondly, the implementation of Universal Secondary Education policy on school enrolments was assessed using linear logistic regression. The qualitative data was analyzed according to themes. The findings of the study were presented in tables, charts and graphs.

4.2 Response rate

The response rate in this cross-sectional study was 100% as all respondents were able to complete the questionnaire and return them in time. The researcher also conducted interviews with all key informants of the study in the District like DEO, inspector of schools, and secretary of education; Board of Governors and Parents Teachers Association members that represented both parents and students.

Table 4.1 the response rates of respondent.

Category of respondents	Sample	Returned questionnaire	Response rate
School administrators	14	14	100%
Teachers	18	18	100%
BOG and PTA Executives	24	24	100%
District Education Officials	03	3	100%
Total	59	59	100%

4.3 Results on background characteristics of respondents

In this study, personal characteristics of respondents such gender, age, title, work place and educational level were sought since these characteristics determine reliability of the findings. The findings are presented on tables, charts and graphs.

4.3.1 Gender of respondents

Respondents were asked to state their gender in the data collection tools and findings of the study was presented in the table 4.2 below;

Table 4.2: Gender of respondents

Respondents	Frequency	Percentage (%)
Male	41	69.5
Female	18	30.5
Total	59	100.0

The findings presented in table 4.2 above indicate that most of the respondents were male represented by 69.5% compared to their female counterpart who only constituted 30.5% of the total number of respondents. This implies that the largest proportion of findings of this study was from the male perspective. This can be explained partly by the fact that majority of teachers are male.

4.3.2 Age of the respondents

The respondents was asked to provide their age bracket as it influences the responses. Older civil servants are believed to be experienced and therefore, may provide more reliable information on the implementation of USE policy on school enrolments. The findings on age of respondents are presented in table 4.3 below;

Table 4.3 Age of respondents

Age of respondents	Frequency	Percent
20-29	9	15.3
30-39	22	37.3
40-49	10	32.2
50 and above	9	15.3
Total	59	100.0

The findings presented in table 4.3 above indicate that majority of respondents were between the ages of 30-39 represented by 37.3% of the total number of respondents, followed by respondents whose ages was between 40-49 (32.2%) and respondents within the age bracket of 20-19 and 50 and above were least represented with each constituting 15.3% of the total number of respondents. This implies that respondents in this study were of active working age and therefore the information they provided on USE policy and school enrolment are reliable.

4.3.3 Titles of respondents

The respondents were asked to mention the position they hold in their work places and the findings of the study were presented in table 4.4 below;

Table 4.4 Titles of respondents

Titles of respondents	Frequency	Percent
DEO	1	1.7
PTA/BOG	5	8.5
Teacher	39	66.1
Inspector of schools	2	3.4
Head teacher	3	5.1
Others	9	15.3
Total	59	100.0

The findings presented in the table 4.4 above indicate that majority of respondents were teachers represented by 66.1% of the total number of respondents, followed by respondents who held other positions like Bursers, secretaries and Director of Studies who constituted 15.3% of the respondents, followed by members of Board of Governors (8.5%), head teachers (5.1%), inspectors of schools (3.4%) and DEO (1.7%). This was so because teachers have personal contacts with students and therefore they have more information on enrolment, completion and drop out among students.

4.3.4 Work places of respondents

Respondents were asked to state their work places and the findings are presented in figure 2 below;

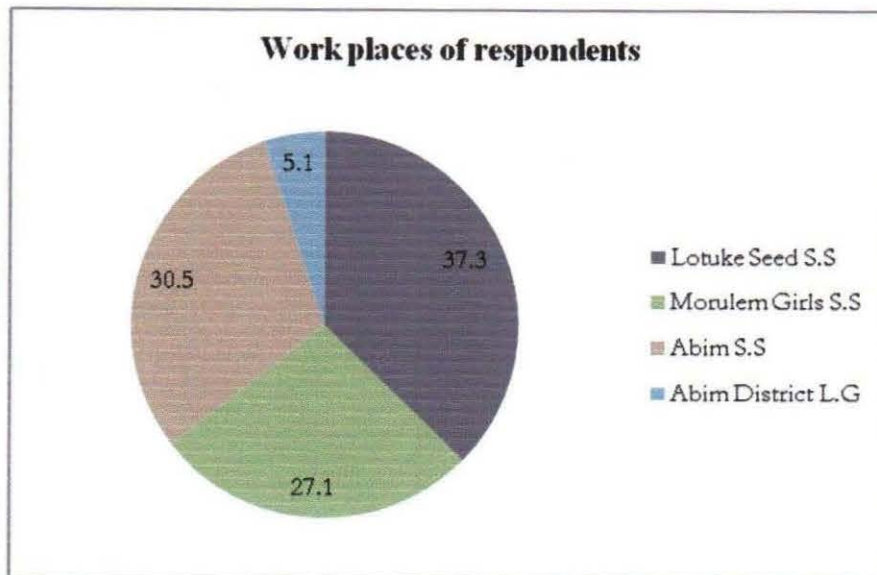


Figure 4. 2. Work places of respondents

The findings presented in figure 4.2 above indicate that Lotuke secondary school had the largest proportion of respondents represented by 37.3%, followed by Abim secondary school (30.5%), Murulem Girls secondary school (27.1%) and lastly Abim District Local government (5.1%). This is because a majority of key respondents were present. The work place of the respondents is vital in this study because it provide a broader picture of the influence of USE policy on school enrolments in Abim District.

4.3.4 Education level of respondents

Respondents were asked to state their highest level of education and the findings are presented in table 4.5 below;

Table 4.5: Education levels of respondents

Education level	Frequency	Percent
Master degree	2	3.4
Bachelor's Degree	25	42.4
Diploma	27	45.8
UACE	3	5.1
UCE	2	3.4
Total	59	100.0

The findings presented in table 4.5 indicate that most of the respondents in this study had diploma level of education represented by 45.8% of the total number of respondents, followed by those with Bachelor's degree (42.4%), Uganda Advanced Certificate of Education (5.1%), Master degrees (3.4%) and Uganda Certificate of Education (3.4). This was justified by the fact that majority of secondary teachers hold diploma level of education.

4.4 The implementation of USE policy and equitable access to Secondary education.

This was one of the objectives of this study which was aimed at evaluating the influence of USE policy implementation on equitable access to secondary education in Abim District. In order to achieve this objective, secondary data was obtained from school records on enrolments in 2006 and 2015 disaggregated according to gender.

4.4.1 Enrolments in 2006 and 2015 by gender

In order to evaluate the influence of USE policy implementation on equitable access to secondary education, data on enrolment by gender was obtained by reviewing records of the three schools namely; Lotuke Secondary School, Abim Secondary School and Morulem Girls Secondary school. The findings were presented in the figure 4.3 and figure 4. 4 below;

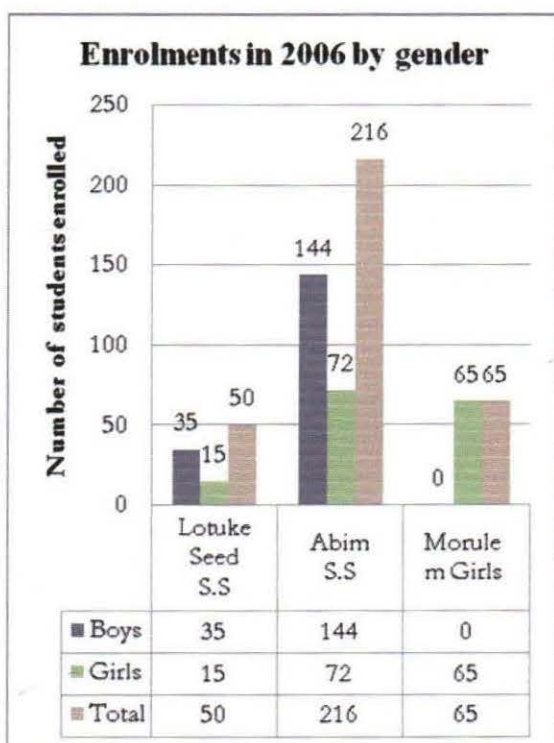


Figure 4.3 Enrolment in 2006 by gender

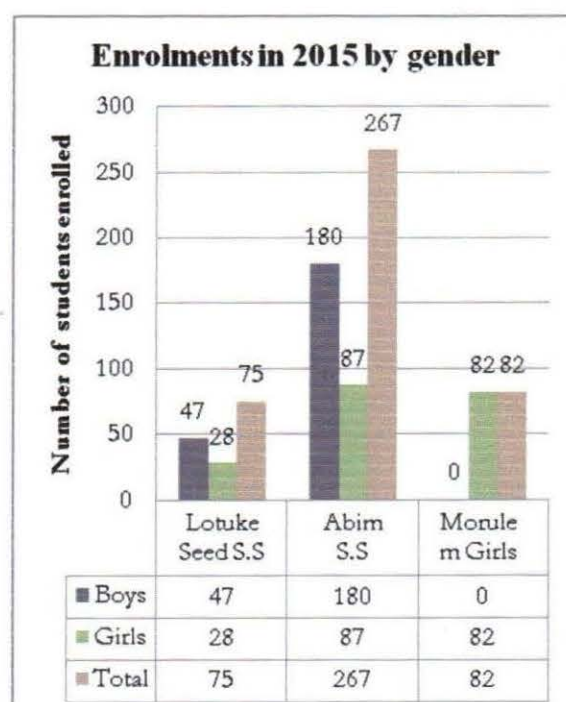


Figure 4.4 Enrolment in 2015 by gender

The findings presented on figure 4.3 indicate that Abim secondary school recorded the highest enrolment in 2006 (before USE) with a total of 216 students. However, there was variation in enrolment as the number of boys (144) was more than girls (72). After the introduction of USE policy in 2007, the enrolments in Abim secondary school increased to 267 in 2015. However, a wide variation still exist between the boys (180) and girls (87) enrolled.

Before the implementation of USE, Morulem girls enrolled 65 girls and since it is a single school, it did not admit boys. The number of girls enrolled increased in 2015 after the introduction of USE in 2007 to 82. This could have been partly because of the introduction of free secondary education through USE policy.

In 2006 before the introduction of USE policy, Lotuke seed secondary school enrolled 35 boys and 15 girls in senior one but after the introduction of USE, the enrolments increased to 47 boys and 28 girls in 2015. This implies that the introduction of USE policy has led to increase in enrolments. As reported by one key informant on the influence of USE policy implementation on equitable access to secondary education;

"There is generally more increase in access to secondary schooling with the introduction of free secondary education than before. The numbers of both boys and girls have increased, although with more boys than girls, even right from admission and reporting to school".

In response to whether there is equitable access to secondary education; one of the head teachers in the three schools where the study was conducted reported that;

"Access is not always equal. Boys are always many in admissions than girls. More boys report always to S.I than girls. The numbers of students increase yearly. There is little increase for girls than boys. Girls who report to school after admission are even fewer than boys because of poor economic status of the parents, peer influence, and lack of value some illiterate parents attach to education".

In response to the issue of enrolments in Abim District, Secretary of Education and Health services reported that;

"Access to secondary education has improved, although what the government gives as capitation grants is little. The burdens of meeting other school requirements are still too heavy on the parents. Access to secondary education has increased in Abim District because of free secondary education. This is because the government pays school fees, examination fees etcetera for all the USE students".

The study findings therefore indicate that the implementation of USE has increased on secondary school enrolments. However, gender variations still exist as the number of boys continues to be higher in all the three schools compared to the number of girls in Abim District.

4.5 Factors affecting equitable access to secondary education

In this study, respondents were asked whether the following statements affect equitable access to secondary education and the findings are presented in table 4.5 below;

Table 4.6: Factors affecting equitable access to secondary education

Statement	Strongly disagree		Disagree		Not sure		Agree		Strongly Agree		$\bar{X}$	SD
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Inadequate funding	7	11.9	6	10.2	6	11.9	12	20.3	27	45.8	2.4	1.2
Limited family support	6	10.2	7	11.9	7	11.9	27	45.8	12	20.3	2.4	1.2
Peer influence	6	10.2	0	00	7	11.9	27	45.8	19	32.2	2.1	1.2
Parents' low level of education	6	10.2	7	11.9	7	11.9	19	32.2	20	33.9	2.3	1.3
Cultural beliefs	7	11.9	6	10.2	7	11.9	32	54.3	7	11.9	2.5	1.2
Early marriages and pregnancies	7	11.9	7	11.9	6	10.2	25	42.4	14	23.7	2.4	1.3
Ineffective school leadership	7	11.9	33	55.9	7	11.9	6	10.2	6	10.2	3.5	1.2
Impact of HIV/AIDS	7	11.9	19	32.2	13	22.0	20	33.9	0	00	2.8	1.1

Source: primary data

The study sought to establish whether inadequate funding affects equitable access to secondary education. Results in table 4.6 indicated that 45.8% of the respondents strongly agreed, 20.3% agreed, 11.9% of the respondents were not sure while 10.2% disagreed and 11.9% strongly disagreed respectively that inadequate funding affects the equitable access to secondary

education. The findings therefore indicate that majority of the respondents 66.1% agreed that inadequate funding affects the accessibility to secondary education in Uganda.

The study also sought to assess whether limited family support affects equitable access to secondary education. Results in table 4.6 indicated that 20.3% of the respondents strongly agreed, 45.8 agreed, 11.9% of the respondents were not sure while 11.9% disagreed and 10.2 strongly disagreed respectively that limited family support affects the equitable access to secondary education. The findings therefore indicate that majority of the respondents 66.1% agreed that limited family support affects the accessibility to secondary education in Uganda.

About whether peer influence affects equitable access to secondary education. Results in table 4.6 indicated that 32.2% of the respondents strongly agreed, 45.8% agreed, 11.9% of the respondents were not sure while 0.0% disagreed and 10.2 strongly disagreed respectively that peer influence affects the equitable access to secondary education. The findings therefore indicate that majority of the respondents 78% agreed that peer influence affects the accessibility to secondary education in the country.

The study also sought whether Parents' low level of education affects equitable access to secondary education. Results in table 4.6 indicated that 33.9% of the respondents strongly agreed, 54.2% agreed, 11.9% of the respondents were not sure while 10.2% disagreed and 11.9% strongly disagreed respectively that parents' low level of education affects the equitable access to secondary education. The findings therefore indicate that majority of the respondents 88.1% agreed that Parents' low level of education affects the accessibility to secondary education.

Respondents were also asked to give their view about whether Cultural beliefs affect equitable access to secondary education. Results in table 4.6 indicated that 11.9% of the respondents

strongly agreed, 54.2 agreed, 11.9% of the respondents were not sure while 10.2% disagreed and 11.9 strongly disagreed respectively that cultural beliefs affects the equitable access to secondary education. The findings therefore indicate that majority of the respondents 66.1% agreed that Cultural beliefs affects the accessibility to secondary education.

The study sought to determine whether early marriages and pregnancies affect equitable access to secondary education. Results in table 4.6 indicated that 23.7% of the respondents strongly agreed, 42.4% agreed, 10.2% of the respondents were not sure while 11.9% disagreed and 10.2% strongly disagreed respectively that early marriages and pregnancies affects the equitable access to secondary education. The findings therefore indicate that majority of the respondents 66.1% agreed that early marriages and pregnancies affects the accessibility to secondary education.

In line with early marriages and pregnancies, a member of Board of Governors reported that;

“There is unequal access to secondary education. Boys are more than girls, although generally access has increased for both in almost all schools due to free secondary education. Access is unequal because of early marriages and pregnancies. So some girls are married too early and this affects their access to secondary education. Domestic work also affects girl children more than boys. Some girls are stopped from going to school in order to help their parents with domestic work like fetching water, fire wood, cooking food etcetera”.

The study sought to analyze whether ineffective school leadership affects equitable access to secondary education. Results in table 4.7 indicated that 10.2% of the respondents strongly agreed, 10.2% agreed, 11.9% of the respondents were not sure while 55.9% disagreed and 11.9% strongly disagreed respectively that Ineffective school leadership affects the equitable access to secondary education. The findings therefore indicate that majority of the respondents 67.8% disagreed that Ineffective school leadership affects the accessibility to secondary education.

The study sought to assess whether Impact of HIV/AIDS affects equitable access to secondary education. Results in table 4.7 indicated that 11.9% of the respondents strongly agreed, 32.2% agreed, 22.0% of the respondents were not sure while 33.9% disagreed and 0.0% strongly disagreed respectively that Impact of HIV/AIDS affects the equitable access to secondary education. The findings therefore indicate that majority of the respondents 44.1% agreed that Impact of HIV/AIDS affects the accessibility to secondary education.

As seen from the above analysis, factors that affect equitable access to secondary education are; parents' low level of education (88.1%), peer influence (78%), early pregnancies and marriages (66.1%), limited family support due to poverty (66.1%) and inadequate funding (66.1%).

As noted by PTA Executive member;

"Some parents who are living with HIV/Aids tend to have negative attitude towards girl child education. Some say that they want to eat the dowry of their daughters before they die". So this compelled them to give away their daughters in early marriage so as to test before they die"

In relation to factors that affect equitable access to secondary education, one of the head teachers reported that;

"There is no equitable access to secondary education. There are more boys than girls who are enrolled in senior one every year. This is because there is still some belief amongst some parents that taking a girl child to school makes them get spoil. So they prefer sending only boys to school. However, the belief is gradually dyeing that is why enrolment for girls is steadily increasing. Some girls are forced into marriages by their parents when they are still young. This is because of economic hardships and at times alcoholism by some parents. Early pregnancies amongst young girls due to wrong peer influence and lack of sex education both at home and school by parents and teachers respectively".

4.6 How enrolments can be improved in secondary schools.

Respondents were asked to show their agreement with whether the statements in table 4.6 below;

Table 4.7: How can enrolments can be improved in secondary schools

Statement	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean	S.D
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Increased public investment	7	11.9	7	11.9	7	11.9	19	32.2	19	32.2	2.3	1.3
Sanitization of parents	7	11.9	7	11.9	7	11.9	25	42.2	13	22.0	2.4	1.2
Conducive school environment	7	11.9	7	11.9	7	11.9	12	20.3	26	44.1	2.2	1.4
Curriculum review	7	11.9	7	11.9	7	11.9	25	42.4	13	22.0	2.4	1.3
Recruit more teachers	7	11.9	7	11.9	0	0.0	12	20.3	33	55.9	2.0	1.4
Irresponsible parents be penalized	7	11.9	00	0	00	0.0	39	66.1	22.0	0	2.1	1.1
Mainstreaming gender	6	10.2	14	23.7	7	11.9	26	44.1	6	10.2	2.8	1.2

Source: primary data

The study sought to determine whether increased public investment can improve the enrolment of students in secondary school. Results in table 4.7 indicated that 32.2% of the respondents strongly agreed, 32.2% agreed, 11.9% of the respondents were not sure while 11.9% disagreed and 11.9% strongly disagreed respectively that increased public investment can improve the enrolment of students in secondary school. The findings therefore indicate that majority of the

respondents 64.4% agreed that increased public investment can improve the enrolment of students in secondary school.

On whether sensitization of parents can improve the enrolments of students in secondary schools, Results in table 4.7 indicated that 22.0% of the respondents strongly agreed, 42.2% agreed, 11.9% of the respondents were not sure while 11.9% disagreed and 11.9% strongly disagreed respectively that sensitization of parents can improve the enrollment of students in secondary school. The findings therefore indicate that majority of the respondents 64.2% agreed that sensitization of parents can improve the enrollment of students in secondary school.

Respondents were also asked about their on whether promoting conducive school environment can improve the enrollment of students in secondary school. Results in table 4.7 indicated that 44.1% of the respondents strongly agreed, 20.3% agreed, 11.9% of the respondents were not sure while 11.9% disagreed and 11.9% strongly disagreed respectively that promoting a conducive school environment can improve the enrollment of students in secondary school. The findings therefore indicate that majority of the respondents 64.4% agreed that promoting a conducive school environment can improve the enrollment of students in secondary school.

In line with school environment, a member of PTA was reported;

“School environments should be made attractive to the learners for example spacious classrooms, library, laboratories, social interactions between the learners, learning materials and practices, good teachers and teaching methods. This will attract and sustain the students”

The study sought to establish whether curriculum review can improve the enrollment of students in secondary school. Results in table 4.7 indicated that 22.0% of the respondents strongly agreed, 42.4% agreed, 11.9% of the respondents were not sure while 11.9% disagreed and 11.9% strongly disagreed respectively that Curriculum review can improve the enrollment of students in

secondary school. The findings therefore indicate that majority of the respondents 64.4% agreed that Curriculum review can improve the enrollment of students in secondary school.

The study sought also to examine whether recruit more teachers can improve the enrollment of students in secondary school. Results in table 4.7 indicated that 55.9% of the respondents strongly agreed, 20.3% agreed, 0.0% of the respondents were not sure while 11.9% disagreed and 11.9% strongly disagreed respectively that Recruit more teachers can improve the enrollment of students in secondary school. The findings therefore indicate that majority of the respondents 76.2% agreed that Recruit more teachers can improve the enrollment of students in secondary school.

The study sought to analyze whether irresponsible parents be penalized can improve the enrollment of students in secondary school. Results in table 4.7 indicated that 22.0% of the respondents strongly agreed, 66.1% agreed, 0.0% of the respondents were not sure while 0.0% disagreed and 11.9% strongly disagreed respectively that Irresponsible parents penalized can improve the enrollment of students in secondary school. The findings therefore indicate that majority of the respondents 88.1% agreed that Irresponsible parents penalized can improve the enrollment of students in secondary school.

The study sought to establish whether mainstreaming gender can improve the enrollment of students in secondary school. Results in table 4.8 indicated that 10.2% of the respondents strongly agreed, 44.1% agreed, 11.9% of the respondents were not sure while 23.7% disagreed and 10.2% strongly disagreed respectively that Mainstreaming gender can improve the enrollment of students in secondary school. The findings therefore indicate that majority of the

respondents 54.3% agreed that mainstreaming gender can improve the enrollment of students in secondary school.

As seen above, enrolments in secondary education can be improved in the following; irresponsible parents be penalized (88.1 %), recruitment of more teachers (76.2%), promoting a conducive learning environments (64.4%), increase public investments in secondary education (64.4%) and curriculum review (64.4%).

In line with how equitable access to secondary education can be improved, District education officer reported that;

“Laws against early marriages and pregnancies should be reinforced. Parents who force their children into early marriage should be arrested and prosecuted, together with those who impregnate school girls. There should be regular and continuous sensitization of both parents and students. Parents should be made aware of their obligation to educate their children and education as a right to a child. Government and parents should take up issues of girl child education seriously. They should provide sanitary facilities like pads for girl children. Girl child education should be emphasized”.

4.7 The implementation of USE policy on completion rates in secondary schools.

This was one of the objectives of the study aimed at examining the influence of USE implementation on completion rates of students in secondary schools. In order to achieve this objective, data on number of students enrolled in 2003 and who sat for UCE in 2006 before the introduction of USE policy was obtained from school records. In order to get the influence of USE on completion rates, data on number of students enrolled in 2012 and sat for UCE in 2015 was obtained from school records.

4.7.1 Enrolments and completion before USE implementation

Data on number of students enrolled in 2003 and who sat for UCE in 2006 before the introduction of USE was obtained from records of Lotuke seed secondary school, Morulem girls secondary and Abim secondary school. The findings are presented in the figures below;

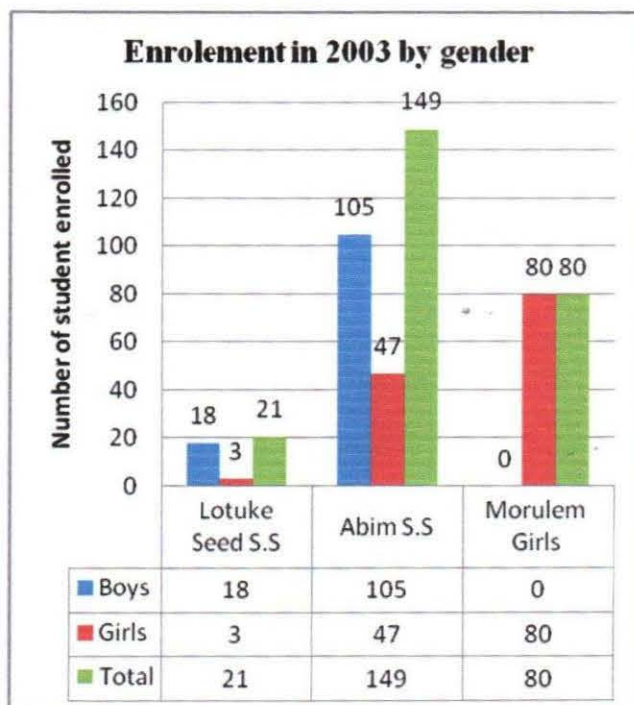


Figure 4.5: Enrolment in 2003 by gender

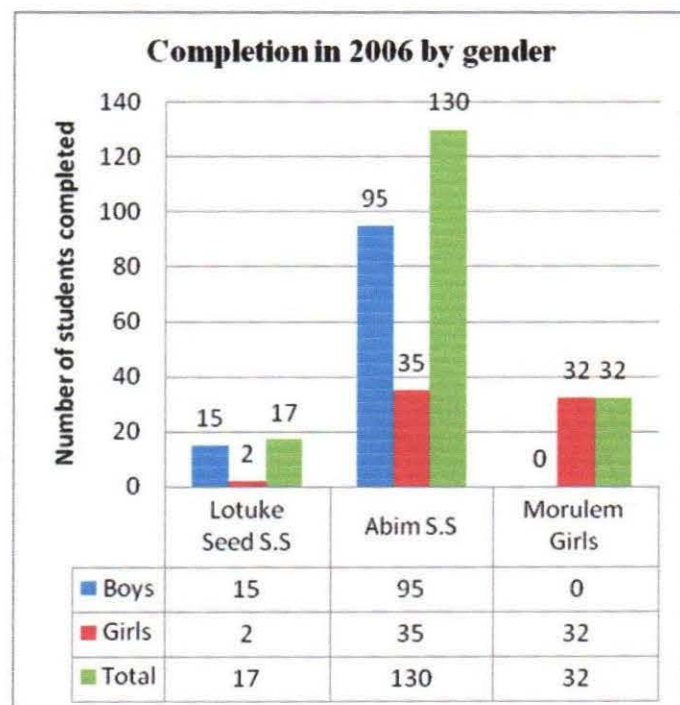


Figure 4.6 Completion in 2006 by gender

The findings presented in figure 4. 5 and 4.6 above indicate that in 2003, Abim S.S enrolled 105 boys of which 95 were able to complete Uganda Certificate of Education in 2006, and out of 47 girls admitted, 35 sat for UCE in 2006. Morulem Girls secondary school admitted 80 girls in 2003, of which only 32 sat for UCE in 2006. Out of the 18 boys and 3 girls admitted by Lotuke Seed secondary school in 2003, 15 boys and 2 girls sat for UCE in 2006. This implies that completion rates were higher amongst males than females before USE policy implementation. This was because of early marriages and pregnancies; economic hardships in most homes and

insecurity which caused most girls from the neighboring Districts to transfer from Morulem girls secondary schools.

4.7.2 Enrolment and completion after USE policy implementation

Data on number of students enrolled in 2012 and who sat for UCE in 2015 after the introduction of USE was obtained from records of Lotuke seed secondary school, Morulem girls secondary and Abim secondary school. The findings are presented in the figures below;

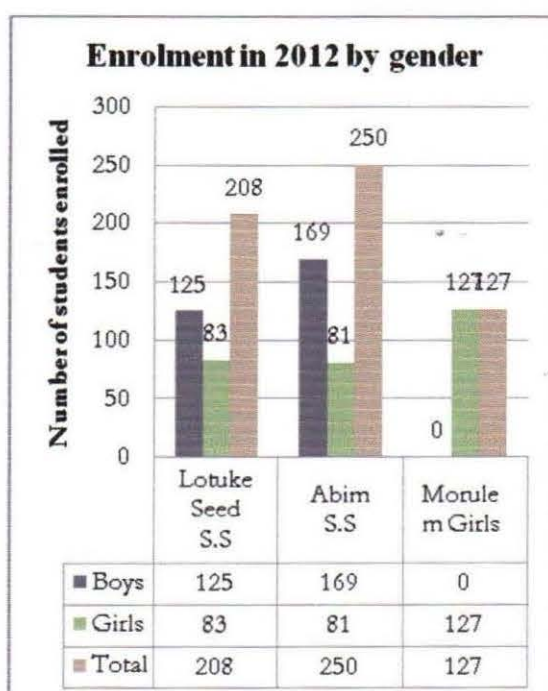


Figure 4.7 Enrolment in 2012 by gender

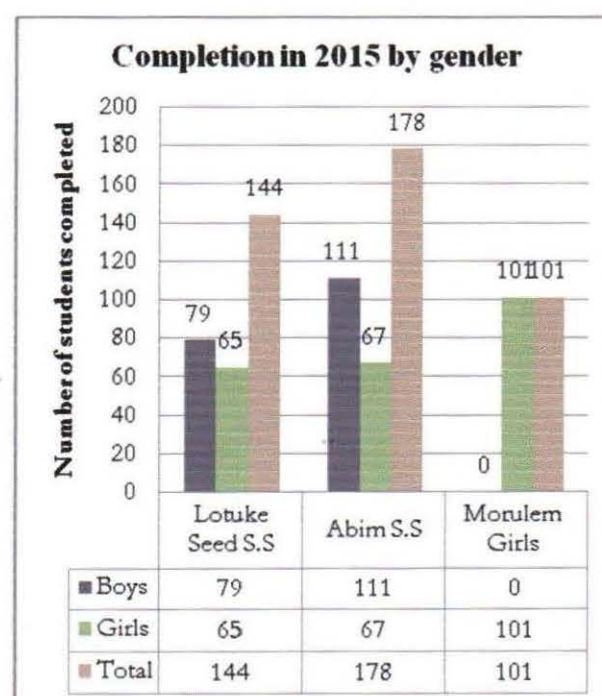


Figure 4.8 Completion in 2015 by gender

The findings presented in figure 4.7 indicate that Abim secondary school enrolled 250 students of which 169 were boys while 81 were girls. However figure 4.8 above indicate that a total number of only 178 sat for UCE in 2015 and of which, 111 were boys and 67 were girls. Morulem girls' secondary school enrolled 127 girls in 2012 and 101 girls sat UCE in 2015. Lotuke seed secondary school enrolled a total of 208 students in 2012 of which, 125 were boys

and 83 were girls. However, a total of 144 students (79 boys and 65 girls) sat for UCE in 2015. This implies that the introduction of USE policy has led to increment in completion rates for both boys and girls. However, completion rates were highest amongst boys considering that the computation for boys was done from two secondary schools only.

In relation to completion in the District, one of the key respondents reported that;

“USE policy has led to increase in completion rate in secondary schools. The number of students completing UCE examinations has improved because government pays school fees, examination fees for eligible students and the policy of automatic promotion in class. However, the policy of automatic promotion has also affected the quality of secondary education because even weaker students are promoted to the next class. USE policy has increased the number of students who sit UCE examinations. However, the rate of completion is not very high. This is because some students drop out of school due to some factors such as poverty which limits parent’s abilities to meet other school requirements needs of the students. Besides that, most school managers have increased payment for other requirements making some students to dropout”.

4.8 Factors affecting completion rates in secondary schools

Respondents were asked to show their agreement with the statements on factors affecting completion rates in secondary schools. The findings are presented in table 4.7 below;

Table 4.8: Factors affecting completion rates in secondary schools

Statement	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		M	S.D
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Low economic status of the family	15	25.4	7	11.9	7	11.9	30	50.8	7	11.9	2.3	1.3
Poor academic performance	7	11.9	7	11.9	7	11.9	23	39	15	25.4	1.9	1.0
Peer influence	7	11.9	7	11.9	0	00	30	52.5	15	23.7	2.3	1.2
Early marriages and pregnancies	7	11.9	14	23.7	0	00	30	50.8	8	13.6	2.5	1.0
Child labour	7	11.9	15	25.4	0	0	37	62.7	0	00	2.9	1.1

Respondents were asked whether economic status of families affect completion rates in secondary schools. The findings presented in table 4.8 indicate that majority of respondents (50.8%) agreed with the statement, 25.4% of the respondents strongly disagreed while 11.9% disagreed and the other 11.9% strongly disagreed with the statement that economic status of the families affect completion among students in secondary schools.

On whether poor academic performances affect completion in secondary schools, 39% of the respondents agreed while 25.4% strongly agreed with the statement, 11.9% were not sure, 11.9% disagreed while the 11.9% strongly disagreed with the statement.

Majority of the respondents (64.4%) agreed that early marriages and pregnancies affect completion of students in secondary schools while (35.6%) disagreed with statement. In line with this, one of the members of PTA in interview reported that;

“Due to poverty and peer influence, majority of girls get pregnant and drop out of school before finishing O' level. Boys also because of groups end up impregnating girls and run way in fear of imprisonment”

When asked whether peer influence affect completion rates in secondary schools, majority of respondents (52.5%) agreed with the statement, 23.7% strongly agreed, 00% were not sure, 11.9% disagreed and 11.9% strongly disagreed with the statement.

On whether child labour can affect completion rates of students in secondary schools, 67% agreed and 37.3 disagreed that child labour affects secondary education.

As indicated above, factors that affects completion rates for secondary education in Abim District are; poor economic status of the parents (76.2%), peer influence (76.2%) early marriages and pregnancies (64.4%) and poor academic performance (64.4%).

4.9 How completion can be improved in secondary schools.

Respondents were asked to show their agreements with whether the statements in table 4.8 can improve on completion rates in secondary schools. The findings are presented in table 4.8 below;

Table 4.9: How completion rates can be improved in secondary schools.

Statement	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mn	S.D
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Co-curriculum activities	0	00	14	23.7	0	0	31	52.6	14	23.7	2.2	1.1
Sex education	7	11.9	8	13.6	7	11.9	23	39	14	23.7	2.5	1.3
Support from parents	0	00	7	11.9	7	11.9	22	37.3	23	39	1.9	1.5
Guidance and counseling	22	37.3	15	25.4	0	0	15	25.4	7	11.9	2.4	1.5
Support from teacher	7	11.9	14	23.8	0	0	16	27.1	22	37.3	2.3	1.4
Remedial work to slow learners	7	11.9	7	11.9	0	0	14	23.7	31	52.5	2.2	1.2

The findings presented in table 4.10 above indicate that the largest proportion of respondents (77.3%) agreed that involvement of students in co-curriculum activities can improve completion rates in secondary schools compared to 23.7% of the respondents who disagreed with the assertion.

When asked whether sex education can improve completion rates in secondary schools, 39% agreed, 23.7% even strongly agreed while 13.6% and 11.9% disagreed and strongly disagreed respectively. On whether support from parents can improve completion in secondary schools, 39% of the respondents strongly agreed, 37.3% agreed while 11.9% disagreed with the statement.

The findings also reveal that 62.7% of the respondents strongly agreed that guidance and counseling in schools can improve completion while 37.3% of the respondents disagreed with it.

When asked whether support from teachers would improve completion, 37.3% of the respondents strongly agreed, 27.1% agreed while 23.8% and 11.9 of the respondents disagreed and strongly disagreed respectively. Similarly, majority of respondents (76.2%) agreed that giving remedial work to slow learners can help in improving completion rates in secondary schools whereas 23.8 f respondents disagreed with assertion.

The Head Teacher in one of the schools reported that;

"There is need to provide guidance and counseling to the students on regular continuous basis. All stake holders like parents and teachers. The school should regularly invite role model to talk to girl children on the importance of education and life skills". Government should recruit more trained teachers to cater for increasing number of students. Even salaries for teacher need to be increased to make their ends meet. They should be given a living wage because the future of the children lies in their hands. There is need to expand physical facilities like classrooms, libraries, laboratories, desks etc to accommodate the number of students enrolled due to USE program".

4.10 The implementation of USE on dropout rates in secondary school

This was one of the objectives of this study which aimed at examining the influence of USE implementation on dropouts in secondary schools in Abim District. In order to achieve this objective, data on drop out were obtained from the three schools before USE and after USE policy implementation by gender. The findings are presented in figure 10 and 11 below;

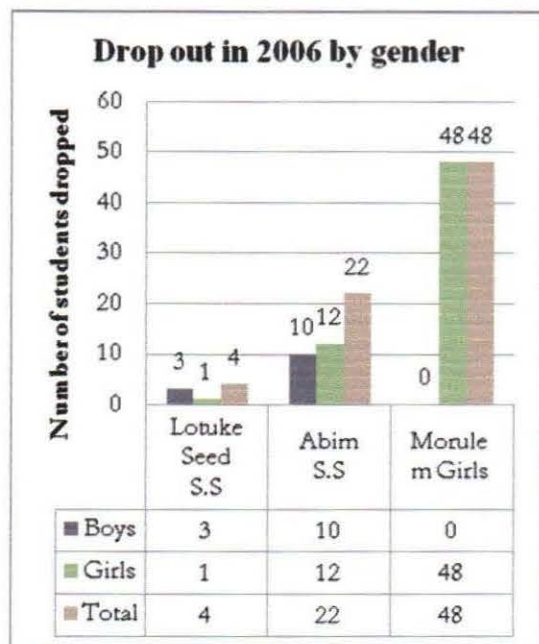


Figure 4.9: Dropout in 2006 by gender

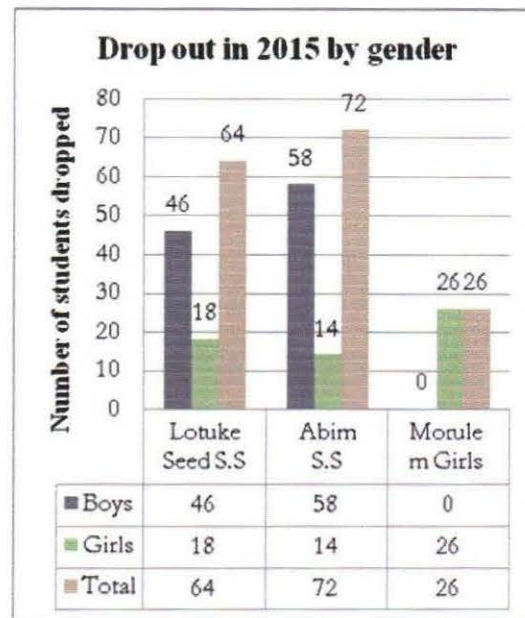


Figure 4.10: Dropout in 2015 by gender

The findings presented in figure 4.9 above indicate that Morulem girl's secondary school had the highest drop out before USE implementation with 48 girls out of a total of 80 girls who were enrolled in 2003 dropping out before sitting for UCE in 2006 (before USE). Abim secondary school followed Morulem by a total of 22 dropouts in 2006 with girls constituting the largest proportion of the dropout in 2006. This was due Lord Resistance Army wars in northern Uganda and karamojong cattle rustlers. Lotuke had the lowest dropout of 04, although by 2003, it was just starting and therefore it had the lowest enrolment.

In 2015 (after USE implementation), the dropout in all the three schools seem to have increased with Abim secondary school leading in the drop out with a total of 72 students in 2015, followed by Lotuke seed secondary school with a total of 64 students and lastly Morulem girls' secondary school with 26 students dropping out. In all the three schools, girls lead in the dropout rates. This could have been due to early pregnancies and marriages.

One of the education officers interviewed commented that;

“The rates of dropout have reduced with the introduction of free education policy. Most parents are taking the education of their children seriously. There is some kind of competition whereby every family is struggling to educate at least one child. Dropout rates in secondary schools have reduced. However the rates of drop out for girls are still higher than for boys due early pregnancies and marriages”.

4.11 The Causes of drop out in secondary schools.

Respondents were asked to show their agreement with whether the views in the table below are the causes of school dropout. The findings are presented in the table below;

Table 4.10: The causes of dropout in secondary schools

Statement	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		M	SD
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Gross indiscipline	7	11.9	7	11.7	0	00	20	33.9	25	42.3	1.9	1.0
Economic status	7	11.9	33	55.9	0	0	12	20.3	7	11.9	2.4	1.2
Bad comments from teachers	7	11.9	19	32.2	7	11.9	19	32.2	7	11.9	3.0	1.3
Early marriages and pregnancies	7	11.9	7	11.9	7	11.9	25	42.4	13	22	2.4	1.2
Peer influence	6	10.2	0	00	7	11.9	7	11.9	39	66.1	2.4	1.1
Corporal punishment	20	33.9	7	11.9	0	0	25	42.5	7	11.9	2.9	1.3
Bad teaching methods	7	11.9	20	33.9	7	11.9	19	32.2	6	10.6	3.0	1.3
Low level of learning	14	23.7	26	44.1	0	0	12	20.3	7	11.9	2.6	1.3

Respondents were asked whether gross indiscipline among students has caused school dropout, the findings indicate that majority of respondents strongly agreed (42.3%) and agreed (33.9%) while minority disagreed (11.9%) and strongly disagreed (11.9%). Majority of respondents also

agreed (76.3%) also agreed that low economic status of families have contributed to increasing dropouts in secondary schools in the District while a few (23.3%) disagreed with the statement.

On whether bad comments by teachers contribute to dropout in schools, respondents were equally divided as 32.2% agreed and 32.2% also disagreed. Early marriages and pregnancies have contributed to the increasing dropouts in secondary schools by 64.4% and 35.6% of the respondents' disagreed.

Peer influence was cited by the largest proportion of respondents (66.1%) as a major cause of school dropout. On the issue of corporal punishment, 54.4% of the respondents agreed while 45.6% disagreed with the statement. Majority of the respondents disagreed (33.9%) that bad teaching has caused school dropout in secondary schools. Low level of learning materials was also refuted by many respondents (67.8%) who disagreed that bad teaching methods have contributed to high school dropout in schools.

In line with causes of school dropout in the District, the head teacher in one the three schools reported that;

“Due to economic hardships, some parents are forced to give away their young daughters in marriage to offset the hard situation. Lack of enough guidance and counseling of the students by school authority leads to drop out. Some students drop out of school because their friends have dropped. Some girls also dropout and get married because their friends have been marriage and now have children. Lack of sex education by both the parents and school authority also causes students to dropout. Instruction on issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity etc are not given attention by those concerned. The students try to explore for themselves leading to early pregnancies for example there was a female senior four student suspended on allegation of sexual immorality with a senior six male student”.

4.12 Regression of USE policy implementation on equitable access, completion and dropout rates in secondary schools in Abim District.

In order to determine the influence of USE policy implementation on equitable access to secondary education, completion and dropout, a linear regression was run. The findings are presented in the tables below;

Table 4.11 Linear regression of USE policy on equitable access to secondary education

Model	Coefficient	Sig. (p=0.05)
Constant	12.88	0.00
Girls	0.918	0.00
Boys	0.881	0.00

Dependent variable: Enrolment in 2015

According to the findings of linear regression of USE policy implementation on equitable access to secondary education, there is significant ($p < 0.05$) relationship with USE policy implementation and equitable access to secondary education. The findings of linear regression above indicate that the introduction USE policy has increased enrolments among girls by 91.8% compared to the period before USE policy while the enrolments of boys have increased by 88.1% compared to 2006 before USE implementation.

Table 4.12 Linear regression of USE policy on UCE completion

Model	Coefficient	Sig. (p=0.05)
Constant	6.897	0.000
Boys	0.839	0.021
Girls	0.045	0.042

Dependent variable: Completion in 2015

The findings on the table above show that there is significant relationship between USE policy implementation and completion rates in secondary schools. According to results on the table 4.12 completion rates among boys have increased by 83.9% after the implementation of USE policy compared to 2006 before USE policy while completion among girls have increased by 4.5% in 2015 compared to a period before USE implementation.

Table 4.13: Linear regression of USE on dropout in secondary education

Model	Coefficient	Sig. (p=0.05)
Constant	26.559	0.000
Girls	-0.556	0.000
Boys	-0.909	0.000

4.12.3 Dropout in 2015

The findings presented in the table 4.13 above indicate that there is a significant ($p < 0.05$) relationship between USE policy implementation and school dropout. The result from linear regression above indicate that USE policy implementation has reduced (-ve) school dropout among girls by 55.6% in 2015 compared to 2006 before USE policy while dropout among boys have reduced by 90. 9% compared to the period before USE policy implementation.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter of the study provides a discussion of findings basing on the objectives, conclusions and recommendations.

5.2 The implementation of USE policy on equitable access to secondary education in Abim District

The findings of the study indicate an increase in equitable access to secondary schooling after the introduction of USE policy. Before USE policy implementation (2006), the number of girls was only 152 in the three schools where research was carried out (Lotuke seed secondary school, Abim secondary school and Morulem girls). The number of girls has since then increased to 197 girls after the implementation of USE. This shows a slight improvement for girls' enrolments yet all the three secondary schools enrolments have been summed up. The numbers of boys enrolled has also increased from 179 in 2006 (before USE policy) to 227 (with USE policy). This shows almost a double increment in secondary school enrolments for males, although the number was generated from only two schools as one of the USE schools (Morulem Girls) is a girls' school.

This finding is consistent with the study conducted by Werner (2011) which states that USE policy has increased access to secondary education. She noted that more students were able to enroll in USE schools, yet the schools did not necessarily have the infrastructures to meet the needs of all the students. A report by Barungi et al (2015) also indicated that the implementation of USE policy has increased access to secondary education but with more boys up from 18% in

2000 to 39% in 2007 than girls from 14% in 2000 to 31% in 2007. However, there was no clear explanation of the causes of this disparity in access to secondary education between boys and girls.

The findings of the study indicate that inadequate funding, limited support from the parents due to poverty, peer influence and early marriages and pregnancies remained major barriers to equitable access to secondary education in Abim District. This finding confirmed UNICEF findings that School governance and environment as constraints inhibiting school enrolments. Cases of few classrooms, poor latrines, and lack of teachers in schools were some of the reasons for low enrolments as well as barriers to equitable access to secondary education. Other studies have indicated that some parents preferred to enroll their children in private school because of poor performance in USE schools and yet private schools are quite expensive (Mpyangu et al, 2014).

5.3 The implementation of USE policy on completion rates in secondary schools

The findings of this study indicate a big improvement in enrolments and completion rates in secondary schools with the introduction of USE policy. However, the completion rates remained slightly lower for girls compared to boys. For example in 2003, Abim secondary school enrolled 105 boys of which 95 were able to complete Uganda Certificate of Education in 2006 and out of 47 girls admitted, 35 sat for UCE in 2006 ((represented by 90% of boys and 74% girls). Morulem Girls secondary school admitted 80 girls in 2003 of which only 32 sat for UCE in 2006 (40%). Out of the 18 boys and 03 girls admitted by Lotuke Seed secondary school in 2003, 15 boys and 2 girls sat for UCE in 2006 (represented by 83% boys and 67% girls).

After the introduction of USE in 2007, the findings indicate that Abim secondary school enrolled 250 students of which, 169 were boys while 81 were girls. However, 111 boys and 67 girls (66%

boys and 83% girls) sat for UCE in 2015. Morulem girls' secondary school enrolled 127 girls in 2012 and 101 girls (80%) sat in 2015. Lotuke seed secondary school enrolled a total of 208 students of which 125 were boys and 83 were girls. However, a total of boys 79 and 65 girls ((63% boys and 78% girls) sat for UCE in 2015.

This finding still confirmed from a national study in Kenya that revealed that full completion rates have not been achieved because policies developed to address inclusive and equitable basic education have not been effectively implemented. Specifically, policies on Gender in education, special needs education, HIV/AIDS in education, school health and nutrition which affected the completion rates (Njoka, 2011). The implementation of USE policy in Uganda in 2007 increased completion rates for both boys and girls in senior four students, with 33% boys and 25% girls in 2006 to 52% boys and 34% girls in 2012 respectively. However, no reason is mentioned for the disparity in completion rates (Barungi et al, 2015).

A study in Kenya indicated high dropout rates at secondary schools because of lack of guidance and counseling to students causing them to be expelled and thus dropping out of school leading to low levels of completion. She also noted that some students drop out because of poor performance. She recommended guidance and counseling programmes to students to help avoid expulsion of students and that school administration should identify slow learners so as to give them remedial work (Kananu, 2013).

5.4 The implementation of USE policy on dropouts in secondary schools

The findings of this study indicate an increase in school dropout especially among girls in secondary schools. For instance Morulem girl's secondary school had the highest drop out before USE implementation with 48 (60%) girls out of a total of 80 girls who were enrolled in 2003

dropping out before sitting for UCE in 2006. Abim secondary school followed Morulem by boys 10 out of 105 and girls 12 out of 47 (represented by 10% boys and 26% girls) in 2006. Lotuke SS had the lowest dropout of 03 out of 18 boys and 01 for girls out of 03 (represented by 17% boys and 33% girls), although by 2003, it had just started and therefore it had the lowest enrolments. As seen from the statistics above, girls constitute the largest proportion of the dropout in 2006 before USE policy implementation.

In 2015 (after USE implementation), the dropout in all the three schools seem to have increased with Abim secondary school leading in the drop out with 58 boys out of 169 and 14 girls out of 81 (represented by 34% of boys and 17% girls) who dropped in 2015, followed by Lotuke seed secondary school with 46 boys out of 125 and 18 girls out of 83 (represented by 37% boys and 22% girls) who dropped in 2015, and lastly Morulem girls' secondary school with 26 (20% girls only) students dropping out in 2015. In all the three schools, the dropout rates for girls seem less compared to that of boys by percentage. This may have been due to the influence of free secondary education where most parents from poor households sent their daughters to school, as reported by Asankha et al (2011).

5.5 Conclusions

Basing on the findings of this study, the implementation of USE policy has resulted into increase in enrolment of students in secondary schools in Abim District. However the number of boys still remains much higher than the number of girls. There is still need to address cultural, school and structural barriers to equitable access to secondary education in Abim District. Although the completion rates have increased following the introduction of USE policy, dropouts still remains high especially among girls. Some of the major factors behind increasing dropout of girls in

Abim District include; early marriages and pregnancies, low family income, peer influence, poor academic performance and unfavorable school environment.

5.6 Recommendations

1. There is an urgent need for gender policies in schools. Gender should be streamlined in all school programmes, activities and budgets such that there is equitable treatment of all students irrespective of their sexes and eliminate all forms of discrimination against girl children in schools.
2. The National School Health Policy and Guidelines should be adopted to provide legal framework, Clear cut leadership for ownership and sustainability, and the dangers of premarital sex like early pregnancies and marriages, STDIs like HIV/AIDS, gonorrhea, and syphilis etcetera. Implement education programmes and actions to combat the HIV/AIDS pandemic as a matter of urgency.
3. A Policy on girl child education should be adopted and implemented rigorously. Integrated strategies for gender equality in education that recognize the need for change in attitudes, values and practices to increase access to school for girls be implemented. Social institutions, norms and practices which continue to be discriminatory can be overturned by girl child education policy. School policies on pregnancy and child mothers should be adopted to provide a clear road map for young mothers to go back to school after delivery.
4. There is need for participatory education policy making. This will ensure full engagements and involvement of all the stakeholders like; civil society organizations, parents, teachers, school managers et cetera, in the formulation, implementation and monitoring of the policy. It will make the stake holders to own the program because they know their roles and

responsibilities. This will increase students' enrolments, retention and reduce dropout rates in schools.

5. Staff welfare policy for teachers need to be developed, clearly defined and implemented for example; career development procedural policy, emoluments, housing and teacher's scheme of service to enhance the status, morale and professionalism of teachers. Collective bargaining and trade union freedoms should be guaranteed as key safeguards for teachers' exploitation.
6. The policy to build new secondary schools for each of the sub-county to increase ease of access especially in remote areas. Other efforts include improving school infrastructures and safety as well as implementing targeted policies to reach the most marginalized children. Such policies include school feeding programs, flexible schooling models for working children and school-based health interventions.

5.7 Suggestions for further research

The researcher is strongly recommending further research on USE policy implementation on educational achievements in lower secondary schools in Uganda.

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APPENDICES:

Appendix 1. Table 3.1 determining the sample size of a known population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	336
15	14	110	86	290	165	850	263	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	283	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: "N" is population size; "S" is sample size

Source: Krejcie & Morgan, 1970

Appendix 2: Questionnaire for school administrators and teachers

PREAMBLE:

Dear respondent, this research work on implementation of Universal Secondary Education (USE) policy and school enrolments in Abim District is being done to meet the requirements for the award of Masters of Science in Organization and Public Policy Management of Kyambogo University. It is purely for academic purpose and all the information you provide will be treated with high level of confidentiality that it deserves. So am requesting you to fill this questionnaire accurately by ticking the box appropriate to you.

Thanks yours

KORYANG horsey

14/U/12861/GMOP/PE

BIO DATA:

May you kindly tick the appropriate box to indicate the level of agreement with the statement.

Name of respondent.....

1. Gender of respondent

a) Male ☐ b) Female ☐

2. Age of respondent

a) 13-19 ☐ d) 40-49 ☐
b) 20-29 ☐ e) 50+ ☐
c) 30-39 ☐

3. Title

District Educ. official ☐

Inspector of schools ☐

PTA/ BOG ☐

Head teacher ☐

Teacher ☐

Any other specify

4. Work place

a) Lotuke seed secondary S. ☐

b) Abim secondary school ☐

c) Morulem Girls' SS ☐

e) Any other, specify.....

5. Educational level

a) Masters degree ☐

b) Bachelor degree ☐

c) Diploma ☐

d) UACE ☐

e) UCE ☐

OBJECTIVE 1: To assess how implementation of USE policy has influenced on equitable access to secondary education in Abim District.

6. How many boys and girls were enrolled in S.1 in your school in 2006?

a) Number of boys b) Number of girls

7. How many boys and girls were enrolled in S.1 in your school in 2015?

a) Number of boys b) Number of girls

8. Where the number of boys equal to the number of girls in 2015?

a) Equal b) Unequal

9. Give reasons for your answer

.....

For questions 10-20, kindly tick the appropriate box to indicate the level of agreement with the statement. 1=strongly disagree, 2= disagree, 3= Not sure, 4=agree, 5=strongly agree

10. How USE policy has influenced on equitable access to secondary education?

S/N	Statement	Strongly disagree	Disagree	Not sure	agree	Strongly agree
1	USE has increase equitable access to secondary education					
2	USE has increased the number of girls in your school					
2	USE has led to overcrowding in class					
3	USE created shortage of physical facilities					
4	USE has increased number of disable students in your school					
5	USE does not address the sanitary needs of girls and boys equally					
6	USE has promoted gender equality in education					
7	Both boys and girls are able to afford secondary education					

11. Do you think factors below affect equitable access to secondary education in your school?

N/ O	Statement	Strongly disagree	disagr ee	Not sure	Agree	Strongly agree
1	Inadequate funding from governments and parents					
2	Limited family support					
3	Peer influence					
4	Parents' low levels of educational attainment					
5	Cultural beliefs that girls get spoil when taken to school					
6	Early marriages and pregnancies					
7	Ineffective school leadership					
8	The impact of HIV/AIDS					

12. Do you think the following can improve enrolment in secondary school?

S/N	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
1	Increase public investments in secondary education to meet standards					
2	Parents sensitization on their roles and rights of a child to education					
3	Promoting conducive school environment					
4	Curriculum review to support more equitable access and improve quality					
5	Recruit more trained secondary school teachers					
6	Irresponsible parents be penalized					
7	Mainstreaming gender in school policies and programs					
8	Learning environment for example, teaching and learning practices should be made attractive.					

OBJECTIVE 2: To examine the influence of the implementation of USE policy on completion rates in secondary schools in Abim District

13. How many boys and girls were enrolled in S.1 in you school in 2003?

a) Boys

b) Girls

14. How many students sat UCE in 2006?

a) Boys b) Girls

15. How many boys and girls were enrolled in S.I in 2012?

a) Boys b) Girls

16. How many boys and girls sat UCE in 2015?

a) Boys b) Girls

17. How has USE policy influence on completion rates in your school?

S/N	Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1	More boys and girls sat UCE exams than before					
2	Created jobs for school leavers due skill and knowledge acquired					
3	Improvements in UCE performance					
4	Provided quality education to economically vulnerable families					
5	Increase in the numbers of girls sitting UCE exams					
6	Increase in literacy rates					
7	Any other.....					

18. Do you think the following factors affect completion rates in your school?

S/ N	Statement	Strongly disagree	Disag ree	Not sure	Agree	Strongly agree
1	Economic status of the family such as inability to pay school fees,					
2	Discipline and school policies					
3	Poor academic performance					
4	Peer influence					
5	Lack of parental support to the child					
6	Early marriages and pregnancies					
7	Gender specific factors that mostly affect girls					
8	Child labour					
9	Inadequate Guidance and counseling					
10	Lack of motivation by students					
11	Any other.....					

19. Can the following improve completion rates in your school?

S/N	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	Students engagements in school programmes					
2	Involvement in co-curriculum activities					
3	Sex education to students					
4	Support from parents					
5	Career guidance and counseling programmes to avoid expulsion of students					
6	Good Policies and procedures to assist schools to make good decisions that optimize wellbeing					
7	Support from teachers					
8	Remedial work to slow learners					

OBJECTIVE 3: To assess the influence of the implementation of USE policy on dropout rates in secondary schools in Abim District.

20. How many students were enrolled in your school 2003?

a) Males

b) Females

21. How many students dropped out from your school in 2006?

a) Males ☐ b) Females ☐

21. How many were enrolled in your school 2012?

a) Males ☐ b) Females ☐

22. How many students drop out in 2015?

a) Males ☐ b) Females ☐

23. Do you think the following are the causes of students' dropout in your school?

S/N	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	Gross indiscipline of students					
2	Economic status of the family such as inability to pay school fees and meet other requirements					
3	Bad comment from teachers for example un-teachable					
4	Early marriages and pregnancies					
5	The social influence a peer group exerts on its individual members					
6	Weak academic performance					
7	Administration of corporal punishments					
8	Bad teaching methods by teachers					
9	Level of learning materials					

24. How can students' dropout be minimized in your school?

S/N	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	Guidance and counseling of students					
2	Sensitization of parents on their role in education of their children					
3	Policy on a ban of corporal punishment be effectively implemented and monitored					
4	Recruitment of trained and experienced teacher					
5	Used of a variety of teaching methods					
6	Sex education be conducted in schools					

Appendix 3: Interview guide for District officials, BOG and PTA

BIO DATA:

1. Name of respondent?
2. Gender of respondent?
3. Age of respondent
4. Title?
5. Work place
6. Date of interview
7. Time of interview

OBJECTIVE 1: To assess the influence of implementation of USE policy on equitable access to secondary education in Abim District.

8. How has USE policy influenced on enrolments in your school?
9. What factors affects enrolments to secondary education in your school?
10. In what ways do you think enrolments to secondary education can be improved?

OBJECTIVE 2: To examine the influence of the implementation of USE policy on completion rates in secondary schools in Abim District

11. How has USE policy influenced on completion rates in your school?
12. What factors affects completion rates in your school?

13. How can completion rates be improved in your school?

OBJECTIVE 3: To assess the influence of the implementation of USE policy on dropout rates in secondary schools in Abim District.

14 How has USE policy influence on dropout rates in your school?

15 What are the causes of drop out in your school?

16 How can students' dropout be minimized in your school?

Appendix 4: Introductory letter



Office of the Dean, Graduate School

Your Ref.....
Our ref KYU/GSch/01/15

14th September, 2016.

TO WHOM IT MY CONCERN

Dear Sir/Madam

RE: LETTER OF INTRODUCTION

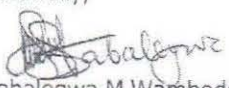
This is to introduce to you, Koryang Horsey Registration Number **14/U/12861/GMOP/PE** who is a student of Kyambogo University pursuing a Master of Science in Organization and Public Policy Management of Kyambogo University.

He is carrying out a research on ***"The Implementation of Universal Secondary Education Policy and School Enrollments in Uganda: A case of Abim District."*** The study will be conducted in Abim District in partial fulfillment of the requirements for the award of the Master of Science in Organization and Public Policy Management of Kyambogo University.

This is to kindly request you to grant him permission to carry out this study in your establishment.

Any assistance rendered to him will be highly appreciated.

Yours faithfully,


Prof. Nabalegwa M. Wambede
Dean-Graduate School

BK/nmb