THE IMPACT OF UPE ON THE PUPILS' ACADEMIC PERFORMANCE IN KUMI DISTRICT IN UGANDA: A CASE STUDY OF KUMI TOWN COUNCIL

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DECLARATION

I, Onoria Moses hereby declare that the content in this dissertation entitled *"The Impact of UPE on the Pupils' Academic Performance In Kumi District In Uganda: A Case Study Of Kumi Town Council"* is my original research work and has not been submitted to any institution/ university in whole or part for any academic award.

Signature .....

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APPROVAL

We certify this research work entitled *"The Impact of UPE on the Pupils' Academic Performance In Kumi District In Uganda: A Case Study Of Kumi Town Council"* **by candidate Onoria Moses** has been under our supervision and is now ready for submission with our approval.

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DEDICATION

I dearly dedicate this Research Dissertation to my beloved sons; Onoria Aaron and Onoria Henry Stephen. May the living lord reward them abundantly.

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ABBREVIATIONS / ACRONYMS

CAO	Chief Administrative Officer
CVI	Coefficient of Validity Index
DEO	District Education Officer
DES	Directorate of Education Standards
EFA	Education For All
EPRC	Economic Policy Research Centre
ERR	Education Review Report
ESIP	Education Strategic Investment Plan
ESSP	Education Sector Strategic Plan
FY	Financial Year
IMU	Instructional Materials Unit

KTC	Kumi Town Council
MDGs	Millennium Development Goals
MOES	Ministry Of Education and Sports
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
NGO	Non – Government Organization
PCR	Pupil – Classroom Ratio
PLE	Primary Leaving Examinations
PTC	Primary Teachers' College
PTR	Pupil – Teacher Ratio
SAQs	Self- Administered Questionnaires
SFG	School Facility Grants

SMC	School Management Committee
TDMS	Teacher Development Management System
UNEB	Uganda National Examinations Board
UNICEF	United Nations International Children Education Fund
UPE	Universal Primary Education

ABSTRACT

The study sought to investigate about the Impact of UPE on the Academic Performance of Pupils in Kumi Town Council, Kumi District, Uganda. Objectives of the study included; finding out achievements of UPE in relation to academic performance of pupils, challenges faced while implementing the UPE policy, as well as providing strategies for improving on academic performance of UPE schools. This was carried out using both qualitative and quantitative research designs employing a cross sectional survey, simple and random sampling techniques to select a total sample population of 345 respondents. Data was analyzed and presented statistically using tables and charts which were accompanied by explanatory remarks to clearly bring out the meaning of the findings. The study revealed that UPE provided an opportunity for children to go to school within the area, though their performance was not the best as compared to that of private schools. The challenges faced included reluctance of parents to cater for their children's basic needs like meals, uniforms, books. Inspection of schools was poor and so could not yield best results expected of it, retaining good quality teachers was hard thereby leaving too much work to the remaining teachers hence affecting the quality of pupils' performance. The research recommended that pupils to be nurtured so as to remain in school until completion of at least the primary level, be taught practical co-curricular subjects beneficial even for their after school life. The headteachers should encourage their teachers to upgrade. Parents Teachers Association Committees be reinstated and authorized to coordinate parents and community with school administration in order to easily monitor school activities move as recommended. The government should emphasize performance appraisal be done upon teachers with evaluation of pupils' performance. The unsatisfactory nature of supervision of schools needed further study and there was need to ascertain how this impacts on the learners' performance.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This study focuses on the Impact of UPE on the Pupils' Academic Performance in Kumi District in Uganda: A Case study of Kumi Town Council. In this chapter, the researcher presents background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, justification of the study, significance of the study, theoretical framework, conceptual framework and definition of operational terms.

1.1. Background

Globally, the goal of achieving Universal Primary Education (UPE) has been on the international agenda since the Universal Declaration of Human Rights affirmed, in 1948, that elementary education was to be made freely and compulsorily available for all children in all nations. World over, there has been renewed attention to poverty eradication as a millennium development goal (MDG) purpose with a particular thrust on UPE as a human resource development strategy for nation-states. Article 26 (1) of the Universal Declaration of Human Rights (1948) states that: Everyone has the right to education. 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 higher education shall be equally accessible to all on the basis of merit. Over the last 50 years part of this declaration has been addressed through

leaps and bounds based on prevailing socio-economic and political situations in specific countries.

The Government of Uganda is strongly committed to the increased provision of quality education at all levels of the system. Uganda has two sets of commitments to the international community that have an impact on its long term plans. These are the Millennium Development Goals (MDGs) and the Education for all goals (EFA). The Education Sector Strategic Plan 2004-2015, is in line with these broad set goals. The MDGs that is relevant to the Ministry of Education and Sports is to ensure that by 2015, boys and girls will be able to complete a full course of primary education and that gender disparities will be eliminated at the primary level by 2015. The EFA goals include completion of free and compulsory primary education of good quality, equitable access by all children, elimination of gender disparities, and achievement of measurable learning outcomes, especially in literacy, numeracy, and essential life skills.

Odada, (2000), Ndezi, (2001), and Government White Paper (1992) state that on taking power in 1986, the NRM government instituted a series of Commissions to investigate the situation in all areas of government. One of them was Education Policy Review Commission, which was appointed in 1987 under the Chairpersonship of Professor Ssenteza Kajubi. Their terms of reference included, among other things, recommending policies at all levels - primary, secondary and tertiary institutions. The EPRC met with all stakeholders around the country. A major recommendation made by this commission was the Universalisation of Primary Education (UPE) in as near future as possible as but not

later than the year 2000 (Odada, 2000, Ndezi, 2001), and Government White Paper, 1992).

The arguments of the commission was that, "only when every child is enrolled at the right age and does not leave school without completing the full cycle of primary education, it would be possible to ensure that all the citizens have the basic education needed for living a full life". Also it will help in achieving a transformation of the society leading to greater unity among the people, higher moral standards and an accelerated growth of the economy. Following the EPRC report, published in 1989, government appointed a White Paper Committee. This White Paper Committee was given the task to examine the Economic Policy Research Center (EPRC) report and identify the recommendations which were acceptable to government and feasible to implement and to make amendments where necessary. The Government White Paper was published in 1992. The White Paper accepted the major recommendation of the EPRC on primary education reform and with UPE only modified the time frame for completion of the programme to the year 2003. There was no dramatic progress made in enrolment figures until 1996. The first direct elections for the post of President of the Republic of Uganda took place in May 1996. During the campaign of those elections, President Museveni made as one of his major platform issues a pledge to the electorate to provide free primary education to four children per family. On being elected, President Museveni fulfilled his pledge when he announced in December 1996 that implementation of UPE was to begin in January 1997 (Hallack, 2005) & Malinga, 2005). In January 1997, President Museveni formalized this commitment to primary education with the

implementation of the Universal Primary Education (UPE) program (Elwana, 2000). This policy was formulated after the production of the Education Strategic Investment Plan (ESIP) 1998-2003 which offered a framework for educational development in Uganda. ESIP's priorities include: "access and equity in education, improvement in quality, delivery of education services, and capacity development." (Hallack, et al, 2000: 12) The specific policy objective of UPE was to provide the minimum necessary facilities and resources to enable completion of the primary cycle of education. Under this policy, government was to provide 'free' education to a maximum of four children from each family. This changed because President Museveni said that 'all children of school-going age should benefit from Universal Primary Education (UPE) (Olupot, 2002).

UPE was intended to achieve the following: Making basic education accessible to the learners and relevant to their needs as well as meeting national goals; Making education equitable in order to eliminate disparities and inequalities; Establishing, providing and maintaining quality education as the basis for promoting the necessary human resource development; Initiating a fundamental positive transformation of society in the social, economic and political field; Ensuring that education is affordable by the majority of Ugandans by providing, initially the minimum necessary facilities and resources, and progressively the optimal facilities, Enable every child to enter and remain in school until they complete the primary education cycle. (Ministry of Education and Sports 1999:10)

It can be argued that UPE was not an isolated package but part and parcel of the entire process of education reform from MDGs being implemented within the Nation. Some of

these broad aims that UPE is helping to achieve are: to inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community; to promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development; to eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and, to contribute to the building of an integrated, self-sustaining and independent national economy.

According to the Education Social Sector Planning (2004-2015), the Ministry of Finance, Planning and Economic Development anticipate that the budget for education would increase by 76% between 2013/2014. This projection is based on expectations of higher overall economic growth rates in the country. The share of education in total government expenditure is expected to increase from 19.4% to 21.2% as expenditures for security, interest payments, and public administration, economic functions fall. For example in the FY2010/2011, the education sector as a whole received about 31% of total discretionary recurrent budget, of which 66% went to primary education.

Government through the Ministry of Education and Sports put in place structures to manage UPE in terms of planning and budgeting. Facilitating implementation structure brings together stakeholders to discuss and make decisions pertaining to number of primary education related issues. Specifically there is a Directorate in charge of primary education in the Ministry. Its mandate is to handle issues specific to UPE in terms of

planning and budgeting. It also liaises with other directorates in the Ministry and the districts for coordination purposes. Thus the Central government through the MoES is responsible for the "planning, inspection and management" of national programs, while districts have final authority over all "personnel matter, district plans, budgets and tendering (Hallack, et al 2005:11).

The registration for UPE children, distribution of textbooks and monthly remittances for schools from Central Government are all channeled through the District Administration offices. Thus Decentralization has brought the schools closer to the administrative units above them and therefore potentially could be more responsive. The successful implementation of UPE, significantly increased access to primary education. Enrolment increased from 5.5 million in 2002 to over 7.3 million in 2009 (MoES, 2009). To facilitate easy access to schools, the Ministry of Education and Sports also embarked on building of more primary school blocks. For example, by end of 2004, 4,000 additional classrooms were constructed for primary school children while by the end of 2006, a total of 6,321 had been completed (an additional 2,321 classrooms in one year) (Ministry of Education and Sports 2006:3c). The stock of permanent classrooms grew from 47,674 (Pupil-classroom ratio 116:1) in 1998/1999 to 69,409 (Pupil-classroom ratio 94:1) by the end of 2007/2008. It is therefore clear that UPE has helped improve access to education as seen by the increase in enrolments and the increase in the number of classrooms that have been put up.

The government stated its commitment to providing instructional materials in the White Paper (1992) because a scarcity of instructional materials and sporadic supply was identified as a major constraint to learning in primary schools. Since then a unit within the MoES, the Instructional Materials Unit (IMU), has purchased and delivered 4,320,290 textbooks and teachers guides to over 8,500 state-aided schools. In addition 800,000 supplementary readers have also been distributed. As a result, according to MoES data summary report (2005) the pupil book ratio improved from over 1: 6 (2005/06) to 1: 3 (2007/2008) for core subjects and policy of putting the books in the "hands of the pupils" was implemented starting in 2002/2003 to ensure that schools make books available to learners.

An increase in the number of children in school invariably implies an increase in the need for teachers. To deal with this and as part of the wider reform under the Primary Education and Teacher Development Project, there have been deliberate efforts to restructure primary teacher education and to increase the number of teachers trained/retrained/upgraded. As a result, between 1995 and 1999 alone "7,800 in-service teachers were trained or upgraded. In addition 3,023 candidates in pre-service courses for teachers completed their training". In addition another 2,118 were expected to complete their training (Ministry of Education and Sports1999: 12). Thus the stock of teachers on the payroll rose to 122,904 (Pupil-classroom ratio 55:1) in 2002/2003 from 86,348 (Pupil-classroom ratio 64:1) in 1998/1999. The teacher recruitment was boosted with the abolition of cost sharing in Primary Teachers Colleges (PTCs) in 2002/2003. This enabled poor talented students to enter the PTCs. So while the number of teachers grew, the number is still too low compared to the massive number of children in schools now.

The total number of Government aided primary schools is more than 11,000(Ministry of Education, 2005). These schools receive capitation grants, teachers' wages and in some cases development funds in the form of school facilities grants, as may be identified by the district. The wage bill required for financial year 2003/2004 alone was estimated at around UGS 197 billion which represented a 10 billion increase over financial year 2002/2003, a 7% increase (PWC, 2003). The biggest challenge with efforts to provide UPE is therefore the desire to improve or lower the Pupil - Teacher Ratio (PTR), which calls for rapid increase in the employment of a number of primary school teachers. To lower the PTR from 65:1, between the 2000 and 2002 teachers increased by 34%. To improve the PTR further to 50:1, by the same means in the FY 2003/2004 required another 10% increase of teachers any further reduction in the PTR has similar cost implications. Thus, efforts to control primary school's payroll are exacerbated by the need for pay reform. In the FY2002/2003, primary teachers received a salary increase of not more than UGS 4,000 per month and it resulted into a civil strike among teachers.

The massive increase in pupils' numbers immediately created a problem of classroom space. Although the Ministry has embarked on a drive to build more schools, and provide Instructional Materials, this is still far inadequate for as the Ministry acknowledges. "The Increase in the number of schools has not kept pace with the increase in the number of Students which is impacting negatively on the quality of students''. (Ministry of Education and Sports, 2004:11).

1.2. Theoretical background

The study is cast in the Human capital theory. One of the most famous authors in the field of human capital theory is Becker, (1993). The theory is a primary motivator for free

primary education. This theory defines a person's potential productivity in terms of his/her skills, knowledge and work habits. Under this theory, which most Western Educational Systems assume, universal education is viewed as a necessary investment for the benefit of society at large. Human capital theory predicts that free primary education can help alleviate poverty and economic inequality in populations by developing the knowledge and skill sets those who could not otherwise afford formal schooling. With increased knowledge and skills come increased opportunities for employment and social mobility

1.3 Contextual background

The increase in pupils' numbers as a result of UPE has raised the challenge of the need for more teachers. Government has done some work in this regard and a number of teachers have been trained and upgraded, however, the teacher-pupil ratios are still poor. For example in the period 2003-2009 the ratio was 1:110 and by 2010, this had declined to 1:63 (MoES, 2009). Also, the number of untrained teachers is still high. For example, in the same period 2003-2009 only 52.2% of the teachers had been trained but by 2010 this had risen tremendously to 75%. In effect, 25% of the primary school teaching force is still untrained. This coupled with the poor teacher-pupil ratio certainly creates pressure on the school system.

Furthermore, rampant corruption, bad administration, and mismanagement of resources have played major parts in the actualization of policy. This can be partially attributed to the increased bureaucracy now involved in the development and execution of policy – representative of the decentralization of the education system. Among other effects, this has resulted in the delayed release of funds that are absolutely essential in primary education (Hallack, et al, 2005, p.22).

There is some inefficiency in the management of the payroll. There are serious concerns about the accuracy and management controls over the payroll which contribute to this phenomenon. This phenomenon arises out of irregular posting mechanisms. Where a proportion of teachers are deployed by unauthorized agencies such as Chief Administrative officers (District level) and school management committees, transfers which are not promptly updated, backdating of salaries for teachers and lack of comprehensive recruiting records at schools and inaccurate payment to teachers. It is against this background that this study was carried out.

1.4 Statement of the Problem

Uganda adopted several International declarations aiming at improving the welfare of children through UPE. But the policy has experienced many challenges during the implementation period which have resulted into poor academic performance. The study

intended to assess the Impact of UPE on pupils' Academic Performance in Kumi district in Uganda: A case study of Kumi Town council.

1.5 Purpose of the Study

The purpose of the study is to assess the Impact of Universal Primary Education on Academic Performance of Pupils in Kumi Town Council.

1.6 Objectives of the Study

The objectives of the study are as follows:

1) To find out achievements of Universal Primary Education in relation to academic performance in primary schools in Kumi Town Council.
2) To establish the challenges primary schools in Kumi Town Council face in implementing Universal Primary Education in relation to academic performance.
3) To provide strategies for improvement on academic performance in UPE schools in Kumi Town Council.

1.7 Research Questions

The study was guided by the following research questions;

1) What are the achievements of Universal Primary Education in Kumi Town Council?
2) What are the challenges of Universal Primary Education in Kumi Town Council?
3) What are the strategies to improve academic performance in UPE schools in Kumi Town Council?

1.8 Scope of the Study

The study covered the period 2009-2013.This is the period when Kumi district and the Town Council in particular has had poor performance of its pupils in the primary schools

(Kumi District Education Report, 2008/2009). The study was conducted in Kumi Town Council. This area was chosen because it is the one which had the worst performance of children at Primary Seven level. According to available information at the District Education Office, Kumi Town Council has 6 Government aided primary schools where UPE is being implemented. These are the ones that were studied. The Schools included: A Primary School, B Primary School, C Primary School, D Primary School, E Primary School and F Primary School. The study found out achievements of Universal Primary Education in relation to academic performance in primary schools, establish the challenges primary schools in Kumi Town Council face in implementing Universal Primary Education in relation to academic performance and provide strategies for improvement on academic performance in UPE schools in Kumi Town Council.

1.9 Justification of the study

This work would assist the government of Uganda to assess critically the relevance of universal, compulsory and free education in Uganda as a nation and Kumi Town Council in particular.

This research also will help the people of the area to realize the effectiveness of this free education for their children and support. The research further can be useful to the government of Uganda in formulating policies after taking critical study about it before implementation, the number of children to enroll, teachers to employ and classroom to construct.

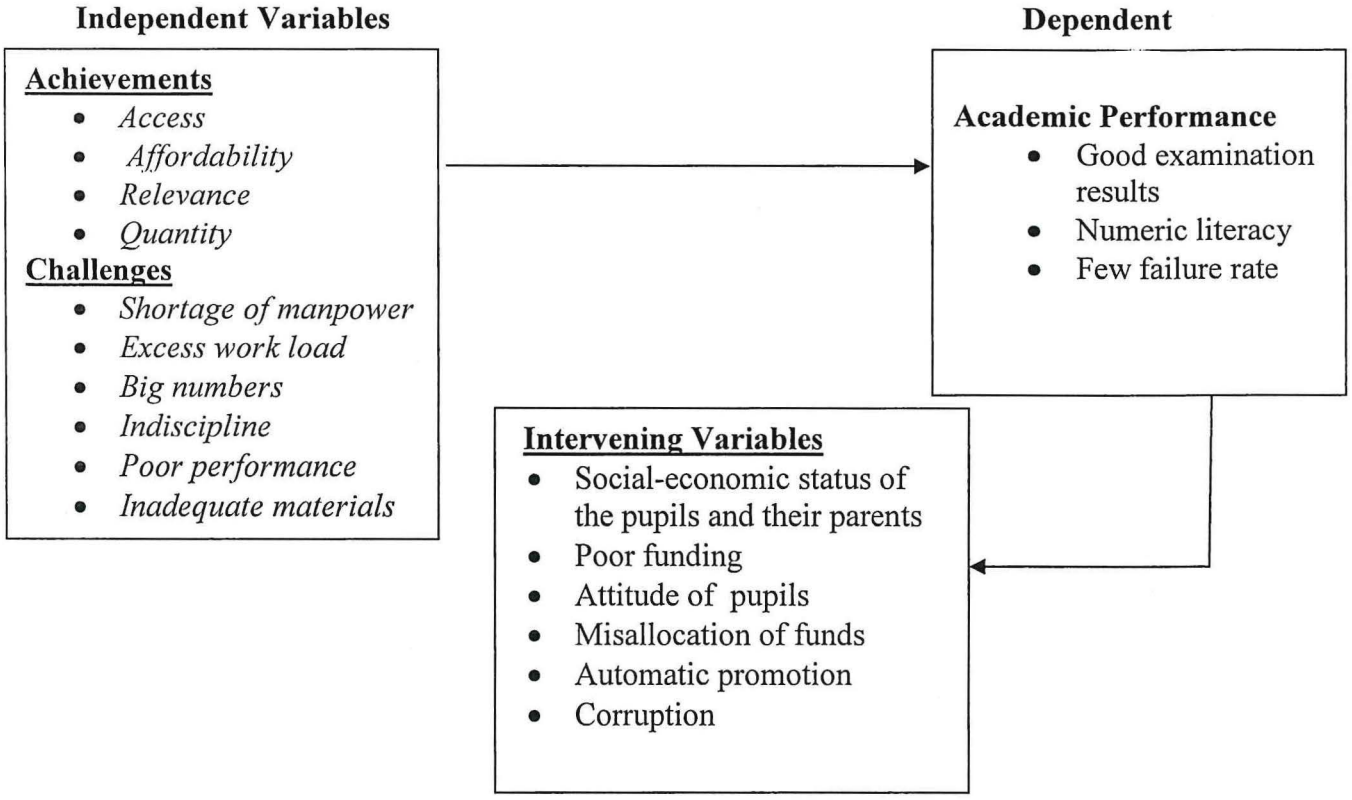
1.10 Significance of the study

The study will be useful to Educational policy makers for a systematic, concrete and effective policy formulation regarding the establishment of an effective and efficient policy as regards primary education. This study would provide important research materials for researchers and would also be useful in area of policy management. The study would also provide knowledge on the challenges of Universal Primary Education in Kumi Town Council and Uganda at large.

1.11 Theoretical framework

The study is cast in the Human capital theory. One of the most famous authors in the field of human capital theory is Becker,(1993). The theory is a primary motivator for free primary education. This theory defines a person's potential productivity in terms of his/her skills, knowledge and work habits. Under this theory, which most Western Educational Systems assume, universal education is viewed as a necessary investment for the benefit of society at large. Human capital theory predicts that free primary education can help alleviate poverty and economic inequality in populations by developing the knowledge and skill sets those who could not otherwise afford formal schooling. With increased knowledge and skills come increased opportunities for employment and social mobility.

1.12 Conceptual framework



Source: Onoria Moses, 2004

From the figure 1.1 below, the achievements and challenges faced during the implementation of UPE Program in Primary Schools are stipulated in the Independent Variables. The independent variable is the implementation of UPE Program, which is meant by Government to bring about access of all to education, affordability, relevance and increasing the number of school-age going children. There are however many challenges faced as illustrated in figure 1.1 below. The Dependent Variable is the Academic Performance. These are mainly characterized by good PLE results, pupils' abilities, numeric literacy, time management and failure rates. However, in the process of implementation there is the Intervening Variable that brings in issues like Social-

Economic status of the pupils and their parents, poor funding, attitude of the pupils towards education, misallocation of funds, corruption and automatic promotion of pupils. There may be delay of funds or the prevalence of certain conditions that may make some stakeholders downplay the importance of UPE Program. It should be noted that intervening variables influence both independent and dependent variables. All the above variables are important in the implementation of UPE Program in Primary Schools in Uganda, Kumi Town Council inclusive.

1.13 Definition of Key Operational terms

Achievements: This refers to access, affordability, relevance and quantity in relation to UPE program.

Challenges: This would mean problems and difficulties encountered during the implementation of the UPE program such as shortage of manpower, excess work load, big numbers, indiscipline, poor performance and inadequate materials.

Academic performance: will mean test scores, good PLE results, pupils' ability to apply what they have learnt and few failure rates.

Universal Primary Education: The specific policy which provides the minimum necessary facilities and resources to enable completion of the primary cycle of education. Under this policy, government was to provide 'free' education to a maximum of four children from each family.

Policy: A policy is typically described as a deliberate plan of action to guide decisions and achieve rational outcome(s). It is also a plan or course of action, especially one of an organization or government. A course of action thought to be prudent or tactically advantageous, hence prudence or sagacity.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The review of literature was organized according to the objectives of the study. Sources for this literature included: textbooks, journals, articles, and magazines. This review of literature helped the researcher to expand his knowledge about the study objectives.

2.1 Achievements of Universal Primary Education

Education is fundamental human right, though it is routinely violated. About 50 million children of school going age in Africa are out of school. Yet, their governments have given priorities to political choices over the right to education (Elwana 2000). Education has a critical bearing on one's capacity to function in every aspect of the economy (Elwana 2000). The international community is doing little to ensure the right to education where national governments are unable to fully fund universal basic education from their own resources (Bitamazire 1991). It should be realized that the right to education cannot be realized unless primary education is made genuinely free, and adequately financed out of general taxation (Bitamazire 1991).This figure has been drastically reduced by the introduction of UPE education structure. However, how this has come about is not yet established. In the Education Review Report (2002), the MoES planned for the introduction of the double shift system which has allowed many pupils to enroll in the schools. Double shift system was a provision which enabled the teachers to handle high enrolments in the interim as they waited for construction of more classrooms and deployment of more teachers. This seemed to pose a big problem in

teaching learning process. It also affected the quality of results (Education Review Report 2002). After realizing this, the ministry of education abolished it though some teachers use it illegally. The launching of UPE program in most of the African countries experienced a serious shortage of experienced teachers (Education Review Report (2002). Uganda solved this problem by training program for senior four leavers referred to as Teacher Development Management System (TDMS).This provided urgent and required work force. Government also reconstructed and restructured teacher training colleges; this brought some change in the primary education sector (Adim 2010).To Kwesiga (2008), a number of achievements were registered in many primary schools all over the country. These ranged from increase in enrollment, construction of more primary schools and supply of scholastic materials. For example by 2003, over 7000 additional classrooms had been constructed (Esther, 2009).

The UPE has impacted positively on access to education in the eastern African country (Bitamazire, 1991). "Education quality as measured by standard indicators such as pupil/teacher ratio, pupil/classroom ratio and pupil/ textbook ratio point to improving quality of primary education in UPE schools from the time UPE was introduced," said Bitamazire. Ministry of Education statistics indicate that the period of 1996 to 2003 witnessed massive increase in the number of primary schools from 8,531 in 1996 to 13,353 in 2003, representing an increase of 4,822 schools in only seven years. By 2003, there were 10,460 government owned primary schools compared to 1,705 private primary schools, and 1,121 community schools.

The number of primary school teachers almost doubled in seven years from 81,564 in 1996 to 145,587 in 2003 representing an increase of 64,023 or 78 percent yet, in the decade preceding the introduction of UPE, the number of primary school teachers increased by only 8,594 or 12 percent. The gender inequalities have also been addressed. For a long time, enrollment of females at all levels of education has lagged that of males. However, the gap is narrowing after among other things, the introduction of primary education. In 2003, enrollment of girls in primary schools was slightly over 49 percent of total, falling behind that of boys. This is significant improvement compared to 44 percent and 44.5 percent for 1990 and 1993 respectively. The post UPE period witnessed a narrowing gap between the number of girls and boys enrolled in primary schools.

These successes notwithstanding, Uganda's remarkable progress to the successful implementation of the UPE program has not been easy. It has faced key challenges but the government's and parents 'continued commitment to the program will make it possible to address any challenge that comes along the way. The Uganda Debt Network (UDN) released a damning report on the state of education in universal primary (UPE) schools. However, all is not lost since the advent of UPE in 1997 and USE four years ago. The UDN report followed a survey in selected schools in which parts of classrooms were found to have been converted into teachers' accommodation, pupils shared latrines with teachers, girls and boys shared latrines and pupils studied in highly congested classrooms without desks.

However, despite the seemingly gloomy picture, the implementation of UPE policy by President Yoweri Museveni's Governments have had land-mark developments in

Uganda's education history. One of the greatest achievements of UPE was the substantial increment in primary schools enrollment from around three million to over five million children in 1997 to today's over eight million. With the introduction of USE, secondary schools enrollment also rose by over 100,000 to the current 790,000. The same programmes also saw education taking the lion share of the national budget, coming off the 7% in the 1990s to over 15% today.

The wealth bias that characterized access to primary education prior to the programmes have been eliminated. The 20% poorest households now have as high enrollment as the 20% richest households; with the 84% to 85% respective access to primary education, according to a 2004 World Bank study. Large quantities of learning materials have been supplied in schools and reduced the pupil – textbook ratio. In 1993, there were 37 pupils per book, compared to today's 3:1 for P3 and P4, for core subjects. Millions of three-seater desks have been supplied to pupils and over 5,000 pieces of furniture for school offices. A massive investment of billions of shillings has been done to achieve this. But save for all this; pressure is mounting on the infrastructure and human resource, due to increasingly high enrolment every other year Challenges still about

However, despite the above achievements, challenges still abound. The UDN report corroborates the Education Standards Agency report and the 2012 UPE headcount report calling for massive investment to improve the physical infrastructure as well as academic standards in the public primary, lest the country loses all its gains (UDN, 2012). The minimum standards stipulate that a class should not comprise more than 60 pupils; a desk

should be for only three pupils, every latrine should be for 40 pupils, and that there should be at least 4 teachers' houses per school.

2.2 Challenges faced in Universal Primary Education.

The implementation of the Universal Primary Education Policy in Uganda has faced many challenges. They range from inadequate infrastructure, irresponsible attitudes of some key stakeholders, misallocation and misappropriation of funds and materials and misconceptions about the policy. The UDN report also showed acute shortage of furniture with most pupils sitting on the floor especially in Northern Uganda. Ariet primary school in Kapujan sub-county in Teso was found with a total of 777 pupils but with only 10 desks in use and 140 piled. However, all schools that were surveyed by UDN were found with a classroom to pupil ratios above 60 with some classes housing triple the expected number.

According to MoES, (2004) with the introduction of UPE, the rapid increase in enrolment highlighted, insufficient classrooms and facilities. High enrolment rates at schools intended for lower numbers of pupils brought problems of overcrowding, increased teacher work load and declining quality of education. A number of studies have recorded community members expressing concern about declining quality of education. In particular, the high pupil-teacher ratio was identified as a factor contributing to observed decline in pupil performance (MoES, 2004). According to the National Assessment of Progress in Education (NAPE) carried out in 2003 revealed that more than 40% of P.3 pupils tested were "inadequate" in their performance in English reading and writing in numeracy tests. Over 71% were inadequate in oral English. At the P.6 level over 67% of

those tested were "inadequate" in English reading and writing, just over 30% in oral English and over 50% in numeracy. Of pupils' performances in 2003 showed alarmingly low rates of literacy and numeracy skills.

The other issue related to pupil-teacher ratio is the morale of the teachers. Prior to the introduction of UPE, most schools charged additional fees through the Parents Teachers Associations (MoES, 2004). Some of this money was used to supplement teachers' salaries. This is no longer the practice and so teachers must rely on the extremely low salaries. This seems to have affected the morale of the teachers. The fear therefore is that UPE may have indeed compromised the quality of education in the country (MoES, 2004).

According to Elwana (2000), notwithstanding government commitment and donor support, input ratios for textbooks, classrooms, chairs and desks suffered with the introduction of UPE. Although the MoES embarked on a drive to build more schools and provide instructional materials and community based construction has also contributed to achieving much higher classroom numbers than centralized construction methods had, there is still congestion. In some areas, classes are conducted under mango trees. Though a number of new schools have been built, they are still inadequate to accommodate the increasing number of school children (MoES, 2004). Counterpart funds from the Local government are not released on time; hence six months infrastructure projects are usually completed after two years. Local government officials also divert some building materials meant for specific projects. There are still number of schools that need to be rehabilitated and the government has limited funding (MoES, 2004). "Due to lack of enough space, some primary schools were found to have portioned classes to accommodate teachers

who come from distant places or for other office work; hence forcing children to squeeze in the remaining small space (UDN, 2012). Another constraint that Uganda faces in the implementation of primary education policy is the lack of sufficient funding to build schools at the reach of every child of school going age and thus, the poorer localities are left out. In addition, progress is leaving girls and the poorest, including working children behind (Hallack, 2005).

To Hallack (2005), although the government has declared free primary education in the government primary schools, these schools are not built in the poorest areas of the country and that means the gap between the rural and urban areas in terms of education opportunities continues to widen. With massive numbers of pupils enrolled without commensurate expansion of facilities, increased number of teachers, and adequate teaching and learning materials, the quality of education has been compromised (Hallack, 2005). For instance, pupil-teacher ratio rose from 40, pre- UPE to 60 in 1999, while pupil classroom ratio jumped from 85 to 145 over the same period. Though it has dramatically improved, the situation remains far from ideal. Again, although direct evidence on learning is scanty, the available evidence gives cause for concern. For instance in tests administered to national random samples of primary three pupils, the number of pupils who achieved a satisfactory score declined from 48% from 1996 to 31% in 1999 on the mathematics test, and from 92% to 56% on the English oral test (Hallack et al 2005).
Repetition rates at the primary level appear to have declined significantly for both boys and girls. That is 17% before UPE and 9% after UPE (Hallack et al, 2005). However, an automatic promotion policy, which was put in place, was only partially observed. Latest

data on drop out rates show similar trends for both boys and girls through grade 4. There are still some children who are yet to attend school for the first time. Some children also drop out of school. There is a troubling combination of causative factors. These include poverty, social problems, child labor (especially in the informal sector), and lack of schools and teachers in some rural areas.

The UPE program has been criticized for being short- sighted (Mushemeza 2003).He pointed out that the dramatic increase in pupils' enrolment had put enormous strain on the available facilities and resources resulting into high pupil enrolment, high pupil-teacher ratio (PTR), high pupil- classroom ratio (PCR), and high pupil-text book ratio (PBR). He further reported that although the national PCR in government schools was 78:1 in 2006, the variance of between 28 -156 was recorded in different districts, fifty of which had more than 100 pupils to one teacher. Learners were not getting the best out of the system and teachers were put under strain. This could have been felt by primary schools in Kumi town Council. Hallack 2005 also shared the same view with Mushemeza when he pointed out that in 2001, 360,000 pupils sat the Primary Leaving Examinations and only 250,000 qualified for Post Primary Education and the government had no plan for the remaining pupils who failed to qualify. The government admitted 150,000 children out of the 250,000 who qualified into 734 government – aided secondary schools, 29 technical and farm schools leaving 100,000 pupils not placed in any of the government schools. This is an indication of a looming problem in the provision of primary education. This could be that the program has become too expensive to run because the government is short of funds. The result is that donors have been approached for assistance. However, some of

the donors often come with their conditions, which may not wholly be in the interest of the program. It has been observed that the scope of some of the intervention strategies by local and central government and some donor partners is limited to some selected schools in the various districts. In most cases funding is not available to expand and replicate the intervention to other schools. Here NGOs come in handy.

Another major challenge to implementation of UPE is the incapacity of primary stakeholders to support their children with school requirements. Some parents are not providing their children with basic school needs such as uniforms, exercise books, pen/pencil, shoes and bags. This case is even more serious in the case of the girl child. Some parents would not even pay levies for school improvement until their wards are sent home from school (Elwana 2000). This is a result of the misconception people have about the policy, having the view that the government must provide even uniforms and pen/pencils for their wards. Inter-tribal wars, political instability and cultural attitudes are also among the main contributory obstacles to increase and retain school enrolment rates in some localities in the countries under study.

2.3 Strategies for improvement on pupils' academic performance in UPE Schools in Kumi Town Council.

According to Gay (2003), the following strategies have been recommended to improve UPE; efficient utilization of available public resources should accompany the search for additional budget allocations. This efficiency could be attained by investments in educational facilities, and increasing teaching staff remunerations up to the level that

secures a decent living standard for them (Elwana 2000). Financing these educational facilities should be a participatory action, mobilizing public and private sources. Parent's councils and Non Governmental Organizations can play a leading role in this. There is need to improve the quality and efficiency of teaching by increasing incentives, recognizing and rewarding good teaching practices and establishing in service training for teachers and head teachers to strengthen professional competence of staff (Mushemeza, 2003).

Rapid expansion of in education following UPE, it has become essential to maintain educational standards and safeguard quality. It is becoming evident that as a consequence of this quantitative expansion, quality is declining. This is due to inadequate supervision of the delivery of the education service and inadequate accountability. Hence, the school inspection is strongly recommended with the aim of providing leadership and guidance to teachers in the field (Elwana 2000). Balanced focus on resource availability and use or management must be encouraged by government. Materials such as text books, cement, iron sheets, and furniture (Elwana 2000). Government should continue to have genuine response to needs of people and the will to act; Transparency at all levels but especially at the top should be paramount and Democracy at all levels of the system (Elwana 2000).

Notwithstanding the above shortcomings, the national government and the other stakeholders have taken steps in order to improve the current state of the UPE program. Efforts have been made especially by NGOs to better monitor administration and additional funding has been provided to better deal with those limitations associated with a lack of resources. In my opinion these adjustments are absolutely necessary in order to

sustain the quality and the perception of primary education. More students are being enrolled and; therefore, more students should matriculate with the quality education for which Uganda and many other African countries are revered. In this way, the perception of the education as a means of economic and social mobilization can be maintained and Ugandans can continue to hold education in high regards (Kakooza 2003).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was used in the study. The chapter included the research design, the study population, the sample size and techniques, methods of data collection, instruments of data collection, reliability and validity of research tools, Data Management and Analysis, Data Collection Procedure and Ethical Considerations.

3.1 Research Design

A cross-sectional survey study design was adopted in this study where both quantitative and qualitative methods were used. This is because Amin, (2005) recommends that a cross-sectional survey design helps the researcher obtain information from respondents at one point in time without the need to follow up the respondents and thus save on time used to collect data. The qualitative approach mainly used to describe subjective assessments, analyses and interpretation of attitudes, opinions and behavior of the respondents as expressed in verbatim from opened-ended questions (Mugenda and Mugenda, (1999). According to Creswell *et al*, 2003), qualitative method helps in getting an in-depth analysis of the problem under investigation and is also applied in order to describe current conditions or to investigate relationships, including effects relations. The quantitative method helped in supplementing the qualitative approach as recommended by Mugenda and Mugenda, (1999). This is because there is need to outlay some information data obtained using close-ended questions statistically in order to bring out the statistical aspects of the study clearly. The quantitative approach involved the

collective application of data in quantitative analysis and manipulation and was expressed in frequencies and percentages as Mugenda and Mugenda, (1999).

3.2 Study Population

The parent population of the study was 1678 of which 345 respondents were selected as shown in Table 3.1. The study population included selected pupils, Head Teachers, Deputy Head Teachers, Teachers, members of School Management Committees and Parents. The study thought that this population was the best for the study because they are able to answer questionnaires (Elwana, 2000).

3.3 Sample Size

The sample size of the study population was determined using Gay, (2003) guide as tabulated in Appendix 1. (See the table 3.1 below). According to Gay (2003), one rule of thumb for determining an adequate sample size for descriptive research is that it should consist of 10% to 20% of the population under the study. In this study, a population of 346 respondents was used to maximize the sample size. Note that according to Gay (2003), the most appropriate sample size for 6 was 6 and 1 was 1. Therefore in six Primary Schools,6 Head teachers and 6 Deputy Head teachers were considered. The Headteachers and Deputy Headteachers were purposively sampled.

The table below shows how the samples were determined according to Gay's guide.

Table 3.1 Determination of Sample Size

Population Category	**Number of each (N)**	**Sample Size according to Gay**
Head Teachers	06	06
Deputy Head Teachers	06	06
Teachers	30	06
School management committee members	36	07
Pupils	1500	300
Parents	100	20
Total	**1678**	**345**

For each school, the pattern for selecting Sample Population per School was calculated using the total number (N) of respondents in a category per school as the numerator and total number of a particular category in all schools as the denominator (D) multiplied by the Sample Size (S), according to Gay (2003) table guide for determining Sample Size. Therefore, for School A 60 out of 300 pupils were selected, for School B 40 out of 200 pupils were selected, for School C 70 out of 350 pupils were selected, for School D 30 out of 150 pupils were selected, for School E 50 out of 250 pupils were selected and for School F 60 out of 300 pupils were selected.

Table 3.2 showing the number of pupils per school

School	Number of each (N)	Sample Size according to Gay
School A	300	60
School B	200	40
School C	350	70
School D	150	30
School E	200	40
School F	300	60
Total	**1500**	**300**

The above sample size (S) was calculated by using the formula as indicated below;

N/D*R

Where N is the total number (N) of respondents in a category per school

D is total number of a particular category in all schools

R is the number of respondents required according to Gay in a category

S is Sample Size

3.4 Sampling Techniques

3.4.1 Stratified Sampling

Stratified Sampling is a technique used to identify various sub- populations (strata), from an overall Study Population (Wikipedia, 2012).

A stratified Random Sample is the total Sample Population obtained from all the Strata of the study population (Investopedia, 2012). According to Investopedia, Stratified Random Sampling is good because the Sample Population selected represents all the qualities in

categories of the Study Population. Using this technique, the target respondents were classified into Parents, Teachers, Pupils, Headteachers, Deputy head teachers, SMC and DEO. This technique was further used to classify respondents by sex.

3.4.2 Simple Random Sampling

Simple Random Sampling treats each element in the stratum with equal chances of being selected because members of a given stratum always have similar qualities. This technique was used to select individual respondents from each category of Teachers, Pupils, Parents and School Management Committee (SMC) members.

3.5 Sources of Data

3.5.1 Primary Sources

Primary Sources provide raw data from the population being studied. This raw data was then used to discuss the research objectives and research questions (Nordiques, 2012). The Primary Source data for this research project were Pupils, Teachers, Deputy Headteachers, Headteachers, Parents, DEO and SMC members.

3.5.2 Secondary Sources

According to Henderson (2011), Secondary Sources of data refers to any information that is not firsthand but talks about the theme of the study. Secondary sources of information according to Henderson include: Articles, Newspapers, Newsletters, Magazines, and Journals. The researcher will obtain Secondary information from School Magazines, Journals, Newsletters, and Textbooks to back- up primary data.

3.6 Data collection methods

The researcher used Questionnaires, Interview guides and Documentary Study Analysis to collect the data.

3.6.1 Questionnaire

A questionnaire survey is a research instrument for collecting information from a selected group using standardized questions (Amin, 2005). Self-administered questionnaires (SAQs) were used to collect quantitative data from pupils, parents, and SMC members. SAQs was used for this category of respondents to save on time because their number is big to interview. This category of respondents used the same set of questionnaires. Questionnaires were chosen because they make data collection easy, since respondents can complete them with little or no supervision. The items were both close-ended and open-ended. The open-ended items were to serve to get information in areas where the researcher is not acquainted with the alternatives available and in areas where opinions and feelings of the respondents are needed.

3.6.2 Interview Guide

Face-to-face interviews were used to collect qualitative data from Head teachers and Deputy Head teachers as key informants because they enable the researcher to establish rapport with these categories of respondents and therefore gain their cooperation. Interview also allowed the researcher to clarify ambiguous answers and obtain in-depth information through probing. Semi structured-interviews were designed to collect data for this study. Open-ended questions were used to capture other valuable questions that

emerged from the dialogue between interviewer and interviewee. Semi-structured interviews were the most widely used interviewing formats for qualitative research (DiCicco-Bloom & Crabtree, 2006). In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This is largely due to the fact that the respondents often need stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding is more easily reached later on in the findings of this study.

3.6.3 Documentary Study Analysis

The researcher analyzed numerous documents like PLE results, books of accounts and class registers containing information about the UPE Program. The reviews also included legal articles, policy statements and government reports and Internet. This provided the researcher with first hand useful information about UPE Program in general and in Kumi Town Council in particular.

3.7 Data Collection Procedure

The researcher first made a familiarization tour in the UPE schools to develop collegial relationships with the respondents, and also to deliver a letter of introduction from the Dean of the Graduate School, Kyambogo University. Arrangements were made to visit the individual primary schools to administer the questionnaires. The researcher requested the Head teachers to help in organizing the pupils, parents, SMC members, teachers and deputy head teachers. The researcher then presented a letter of consent to the respondents, after which, questionnaires were distributed with the help of research

assistants. The research assistants further explained to the respondents the purpose of the study, how to fill the questionnaires and duration respondents were expected to complete the questionnaires. Each respondent was given at least three days to complete the questionnaires, which the research assistants collected for analysis. The researcher also conducted the oral interviews for key respondents in the primary schools. The researcher used a note book to record and note information during the interviews.

3.8 Data Quality Control

3.8.1 Validity of research instruments

Validity refers to how well a test measures what it is purported to measure (Amin, 2005). A validity test was carried out prior to the administration of the research instruments. This was done in order to find out whether the questions were capable of capturing the intended data (Amin, 2005). Research Supervisors reviewed the questions to see whether they were capable of capturing the intended response. A Content Validity Index (CVI) was calculated in order to establish the validity of the research instrument. The researcher used the following formula to establish validity of the research instruments as seen below.

$$\text{Content validity Index (CVI)} = \frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged}}$$

The CVI was 0.78, which was greater than the recommended 0.7 by Amin, (2005). Thus, the questionnaire was considered valid for data collection.

3.8.2 Reliability of research instruments

Reliability is the degree to which an assessment tool produces stable and consistent results (Mugenda & Mugenda, 1999). Reliability of the questionnaire was assessed using Cronbach's coefficient alpha. The questionnaire was pre-tested to 20 respondents and the reliability results were computed using the SPSS package. The following formula was used to calculate the Cronbach's coefficient alpha

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum SDi^2}{\sum SDt^2}\right)$$

Where α = coefficient alpha

$\sum SDi^2$ = sum variance of items

$\sum SDt^2$ = sum variance of scale

The alpha coefficient was 0.84, which was above the recommended 0.70 stated by Amin, (2005). Thus , the questionnaire was considered suitable for data collection.

3.9 Ethical Considerations

An attempt was made to handle the information given by the respondents strictly confidential and guarding the privacy which is one of the primary responsibilities of the research especially when it is conditioned and necessary. The researcher asked the identity of the respondents only where it was requested for by the said respondents. Also the researcher asked permission from respondents to answer the questionnaires willingly. The researcher avoided deception in the process of research and honest and trustworthy about aims and, or goals and procedures of the study.

3.10 Data Analysis Method

3.10.1 Quantitative data analysis method

Descriptive statistics was used to determine the distribution of respondents on personal information and on the questions under each of the variables. The data was organized and presented in tables using frequencies and percentages.

3.10.2 Qualitative data analysis method

For qualitative data from interviews, it was reviewed thoroughly, sorted and classified into themes and categories, in order to support the quantitative data. This involved content analysis, which was used to edit qualitative data and reorganize it into meaningful shorter sentences. A thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The recurrent themes, which emerge in relation to each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations.

10 years. The greatest percentage (58%) was over 10 years. This included older children and the mature respondents.

The data collected was from 345 respondents mainly using two instruments i.e. the questionnaire and interview with help of an interviews guide. The questionnaire was applied to all respondents while the interviews were applied to key informants and some few respondents selected purposively. The stratification of this in relation to the study was as shown below.

Table 4.2: Stratification of respondents

Category of respondent	**Frequency**	**Percentage**
Head teachers (key informants)	6	1.7%
Deputy head teachers (key informants)	6	1.7%
Teachers	6	1.7%
School management committees	7	2%
Pupils	300	87%
Parents	20	5.8%
Total	**345**	**100%**

Source: primary data

According to findings presented above, it is indicated that pupils composed the greatest percentage (87%) of respondents. This was followed by parents (5.8%) and members of the school management committees and making 2%. The other categories were of the head teachers, deputy head teachers and teachers with each composing 1.7% of total respondents.

The implication of this is that pupils were the main respondents followed by parents. This was because the study was about academic performance of pupils. Never the less, the other /certain respondents could not be left out e.g. the teachers who directly handle the pupils, head teachers and their deputies as key informants.

The sex of respondents too was recorded in the study and findings to this were shown below.

Table 4.3: Sex of respondents

Response	Frequency	Percentage
Male	185	53.6%
Female	160	46.4%
Total	**345**	**100%**

Source: primary data

The findings reveal that a bigger percentage of (53.6%) respondents were male while the female was of 46.4% as the minority.

The implication of this is that the study was not gender biased but balanced to allow free expression of views.

Section B: Research data

Objective 1: Achievements of Universal Primary Education

After presentation of the respondents' details, the study was focused upon its objectives with the first one being the achievements of UPE with in Kumi town council. Respondents were asked to state whether there were any achievements UPE had put in

the schools within Kumi Town council. Responses were both positive with a "Yes" and negative with a "No" as shown below.-

Table 4.4: Respondents view whether there's any achievement with UPE

Response	Frequency	Percentage
Yes	278	80.6%
No	67	19.4%
Total	**345**	**100%**

Source: primary data

As shown in the table above 80.6% of the respondents approved of the benefits/ achievements of UPE with in the area while only 19.4% could not see the achievements of the policy.

This was supported by one of the respondents who stated that;

> *''---------- pupils could now go to school and study without being chased of school fees, not being beaten and or treated as harshly as they used before introduction of the policy"*

This was also supported by some other respondents who stated that

> "UPE helped them to go to better schools and helped even those from very poor backgrounds to go to school."

Basing on the data collected it indicates that there are substantial benefits from the UPE policy. This is in fact true since records indicate that the total number of pupils in schools increased by 40% in the next three years after introduction of UPE.

Key informants were supportive of the UPE policy on administrative and implementation grounds. According to them,

> "UPE opened up opportunities for jobs as there were fewer teachers to match the newly joined pupil population".

Due to this, the government had to train and recruit new employees beginning from teachers, school administrators, special school inspectors to monitor the implementation of the policy.

One key informant also revealed to the researcher that there was an increase in the financing of education sector. He was critical to give a detail that is there was an increase of 76% between 2003 to 2008, More to this was the increased facilitation in construction of teaching facilities (class room) as these reconstructed both old and new class rooms.

It was also revealed that the community benefited indirectly. This came up as a result of having many of the community children absorbed in the schools. This increased the literacy levels of the people in the area in the long run as majority of them could now read and write.

From the parental side, some of the respondents stated that

> "The introduction of UPE gradually reduced the school fees payable for children in lower classes"

This was backed by Interviews as the key respondents narrated that

"Introduction of UPE led to the abolishment of PTA funds collections which in return offloaded parents of their obligations."

They were however left with responsibility to see that their children go to school, have books, uniforms and are generally health.

On the other hand, not all respondents said UPE had positive achievements. The defense for the "No" was shown below. One of the key respondents had this to say;

"----------the standard of the schools under UPE had declined-"

This was explained that teachers who used to tend to a class of about 40-50 pupils now attended to a class of about 60-90 which is far beyond the averagely recommended number of one teacher to fifty pupils (1:50). The implication of this was that the teachers became overloaded and so pupils never got full attention from the teacher.

The respondents also revealed that;

> *"----some parents became completely reluctant to raise money for their children's upkeep at school. Such money was hence not paid, this money covered uniforms, buying books, shoes, and some pocket money for meals (lunch and breakfast) necessary for upkeep while at school".*

Some other respondents further stated that;

> "Turning a school into a UPE management system reduced the powers of the PTA committees".

This was said to indirectly influence their ability to pass decisions and implement them. All school issues were left for government to solve which would not be possible in the shortest time possible. This was because government programmes are many and do take a long time to be implemented and if not well monitored, they fail to achieve intended overall objectives.

Respondents also felt sympathetic to employees within UPE schools. This was because the UPE implementation abolished parent's payment of school dues (PTA) as they thought schools would turn round and charge their original fees referring to them as PTA

The implication of this is that a total of 39.8% appreciated that achievement were above average while 29.3 (23.2% + 6.1%) rated achievements as so low. It can therefore be assumed that the 31% stated that the achievements of UPE on pupils' academic performance were moderate coupled with 39.8% who appreciated the level being above average are an indication of a generally positive contribution of UPE on academic performance of pupils.

Respondents were therefore requested to explain the standard of academic performance in UPE within Kumi town council since 2009. Response to this was varied.

Some of the respondents said, there has been a declining trend while others saw an upward trend with standards improving. Majority of respondents reported that the standards had declined within the next three or four years after implementation of the Universal Primary Education policy but was regaining form after 2008. This meant that the performance of pupils from 2009 to date 2014 has been fairly progressing.

In response to this requisition, key informants reported that the standards are still low with only about 50% of pupils being in position to effectively read, write and analyze issues. This was backed up by observation of PLE results of at least four schools out the 6 used schools. The performances as one of the measures of standards were not all that pleasing. The observed results indicated an overall improvement in performance.

One key informant stated that;

> *"Universal Primary Education has greatly affected our school because good teachers left for better paying private schools leaving over load that we have"*

Another key informant stated that;

> *"A UPE pupil of these days may leave the school when he can't easily write a well connected English sentence. So imagine the standard"*

Basing on the above statements, some schools performed fairly well while others performed badly. Never the less, the overall standard though below desirable standards, has shown some improvement. This is an indication that the standard of performance is not the best and needs to be worked upon to reach desirable standards.

Objective II: Challenges of Universal primary Education

Where ever there's an achievement, there's a means passed through to achieve it. Such a journey to achieve this always has an easy side and a rough side story. The study therefore wanted to identify the challenges faced by UPE in course of achieving the desirable academic standards. These are what are presented in this section.

Respondents were therefore asked to state whether there were any challenges with UPE in primary schools in Kumi Town council. The Obtained responses were summarized in the following table.

Table 4.6: Respondents view whether there are any challenges with UPE in Kumi Town Council

Response	Frequent	Percentage
Yes	254	73.6%
No	91	26.4%
Total	**345**	**100%**

Source: primary data

According to the table above 73.6% of respondents accepted that there were challenges with the UPE policy while only 26.4% refused the implication of this is that since a

bigger percentage stated that there were challenges, it can be taken that they really existed.

Respondents were further asked to state any five challenges associated with UPE. Respondents complied and their responses were obtained and summarized into the following.

Respondent indicated that there were fewer infrastructures to host the pupil population. This was severe in some two schools i.e. D and F where school D had some three classrooms divided into two rooms each using ply wood that couldn't even control the flow of sound from one side to another. In school F the pupils in lower primary (P2 and P3) never had enough space and so would study under a mango tree and pine tree shades. These classes even sat on the ground since they never had enough desks to sit on.

Another challenge affected the girl child where they never had senior women teachers to cater for their challenges as girls. This was evident where they would for instance have menstrual periods and instead shy away from school. This seriously affected their class attendance at least monthly. Another challenge with UPE programme was that teacher's allowances were abolished. This left the teachers to rely on salaries only which were not enough for a person who had got used to top up allowances. This seriously demotivated them but had nothing to do. One of the key informants reported from interviews that UPE would not be a problem or have challenges but the concern is the rate at which government implements its programmes. In support of this, he reported that financial resources for a given term may even be released when a term is half way yet the school

must move on. This would delay some activities for example suppliers of materials delaying in fulfilling their obligations.

Some key informants complained of parent's negligence to participate in school development projects. Besides this one respondent added that;

> *" parents of this school are so reluctant to provide necessities for their children to the extent that even a child can study a full term without a uniform costing just 10,000/="*

Other respondents stated that there was either no lunch given to pupils or not enough to satisfy the school population. This further frustrated the learning attitude as a hungry soul is an inactive person. Since most of these schools were day schools, the pupils would be provided only porridge and left to go and try their own means to make ends meet. This meant the pupils either had to go home provided they lived near the school or have money to buy snacks to supplement the porridge as lunch.

Because there was an increase in the number of pupil enrolment in schools, there was a serious challenge of having less school materials for example the desks for sitting on, the textbooks for class reading and sometimes supply of usable materials like chalk would not be enough.

Research revealed that there was a serious challenge that people looked at government schools under UPE scheme as schools for the financially weak. This meant that all those who had some money and would afford to pay school fees would not take their children to such schools but to private schools. This was further magnified by the poor performance existed as compared to private schools. They left UPE schools thinking that their quality of education was unsatisfactory.

Another challenge raised was the limited source of funds. UPE schools were compared to private schools and found out that private schools would charge school fees according to their will and wish and even had ability to access/ acquire loans from financial institutions as and when needed to finance their programmes which were hard or next to impossible in government schools. These schools only waited for funds released from government, donations, and grants and probably from well wishers which wouldn't be easily obtainable all the time.

The study went ahead to inquire about the consequences of UPE. Respondents were therefore requested to state their degree of agreement to the following being consequences.

Table 4.7: Consequences of UPE

Consequence given	**SA**		**A**		**NS**		**D**		**SD**	
	F	%	F	70	F	70	F	%	Freq	70
Poor teaching and service delivery	62	18	75	21.7%	80	23.8	46	13.3		
Poor examination results	62	18	150	43.4	53	15.4	47	13.6	33	9.6
Too much work load	85	24.6	95	27.5	60	17.4	64	18.6	41	11.9
Low morale on employees	40	11.6	118	34.2	30	8.7	77	22.3	80	23

Source: primary data

According to findings of the study summarized in the table above, 21.7% stated that poor teaching and service delivery was a consequence of UPE. On top of this 18% strongly agreed. Contrary to this 23.8% disagreed while 13.3% seriously disagreed. 23.2% were left in suspense not sure whether the teaching methods were a result of UPE.

The implication of this is that 39.7% (18% +21.7%) which is slightly greater than 37.1% (23.8% + 13.3%) agreed leaving only 23.2% not sided with any.

Concerning poor examination results, a bigger percentage 61.4% which was a result of 18% and 43.4% accepted that the poor performance in exams was a result of UPE while only a total of 23.2% (13.6% and 9.6%) never accepted. A conclusion can thus be drawn that the performance being poor had one of its route cause being UPE strategies.

There was a point of workload; over half the population (52.1%) accepted that this was a result of UPE while 30.5% refused this. In conclusion of this, UPE caused a bigger work load to be placed upon stake holders (teachers).

Concerning morale of employees, employees more close to the student population had an increase in work load but with less or no salary increase. This made their morale decline. However, the percentage that agrees and disagree 45.8 was almost similar to the area 43.5% that stated either disagree or strongly disagree.

Summarizing up the consequences, Poor teaching, poor examination results, too much work load, and the low morale of employees were all consequences with the most significant/ evident being the poor performance in examination exhibited in yearly PLE results. The study also asked respondents to state their view whether they agree or not upon the following issues influencing UPE on academic performance.

Table 4.8: Confirmation of certain factors influencing UPE on academic performance

Response	Agree		Disagree		Total
	Freq	%	Freq	%	%
Poor remuneration	215	62.3	130	37.7	100%
Embezzlement	266	77.1	79	22.9	100%
Poor stakeholders attitude	97	28.1	248	79.9	100%
Inadequate motivation	225	65.5	119	34.5	100%
Corruption	250	72.5	95	27.5	100%
Poor monitoring	198	57.4	147	42.6	100%

Source: primary data.

Data presented in the table above indicated that 62.3% of respondents acted poor remuneration influencing UPE programme while a lower percentage 37.7% disagreed, Interestingly 77. 1% agreed that embezzlement affected UPE while a smaller percentage 22.9% disagreed with this. The poor stakeholders' attitude to UPE did not seriously affect academic performance of UPE schools. This is evident where a bigger percentage 71.9% does not approve it. Motivation too locked among residents and could seriously affect the academic performance. This is probably why it is ranked fourth among listed factors. And a lower percentage 34.5%

Among other important factors though was the nature of monitoring 57.4% agreed that it after influenced the performance yet 42.6% declined this assumption.

In conclusion, embezzlement of funds meant for the UPE programme coupled with corruption were leading factors followed by the poor remuneration were the leading factors.

Objective III: Strategies for improvement on pupil's academic performance of UPE

Wherever there are achievements, there are challenges. Because of this, the respondents were requested to state possible means/ ways to improve academic performance of UPE with in Kumi town council. Much was said and the recorded response was as follows.

Respondents proposed to revisit the issue of community participation in all activities done by government-aided school in their areas. Such participation would involve raising money for lunch; monitor their schools in possible ways to see that their schools do well. Cases to monitor would involve seeing whether teachers are always at school, schools begin classes in time as per the time table e.g. if 8.00m let be 8: 00am and not 9:00m or 10: 00am and so on and where divergence as from what is expected occurs, then corrective measure be taken.

There were cases of corruption; these have featured in cases like one wanting to be fixed on the pay roll, winning contracts for supply of scholastic materials, construction and or make of school infrastructure like buildings, desks ending up in hands of incompetent persons. This has led to provision of shoddy work and waste of resources.

In response to this, respondents proposed that the government should reinforce the laws against corruption where by corrupt officials would either lose their jobs and or be put to courts of law and get equivalent punishments. Government should allow the local

residents around these schools to become its watch dogs inspecting the nature and quality of work and report it to concerned officials where work is questionable or unsatisfactory.

Most government offices lack transparency. This has kept back people and organizations aloof to joining hands. This has retarded development. Response to this was that the government should make it compulsory for head teachers to disclose to all stake holders key information like amount of money released to the school and the dates if was disbursed, purpose for which it has been issued, materials obtained, changes made concerning their schools even if they are for the worse.

Interviews with certain key informants revealed that the quality of teaching staff was low because some good and committed workers were absorbed into private schools that would offer far better remuneration than the presently payable government salary (that's about 270,000/=) for a Grade III teacher.

Key information added that major components and actors of the teaching and learning process (Ministry of education and sports, DES, NCDC, DEOs, Head Teachers and Parents) should raise all possible necessities to revise the school curriculum so that it can provide practical education to the pupils. This would reduce the theoretical approach to teaching and learning process but instead equip pupils with knowledge and skills relevant in day to day life even if they don't go further with studies in secondary and tertiary institutions. Such reforms should be done in consultation with the parents, community leaders and pupils within the area and not design policies from above that may be inconsistent.

The quality of teachers that was compromised when the government recruited S.4 students in late 1990's and early 2000 to reduce the pupil teacher ratio by then needs are visit. The key in formations stated that the government should facilitate and sponsor the education of these teachers so that they can become well trained to handle the pupils professionally.

This is practical because one may have the experience in doing something but lacks the professional skills e.g. one could be able to teach in class but may not be able to draw lesson plans, carry out research, and evaluation skills.

Cases of grading and understaffing- the respondents suggested that grading and staffing should be streamlined with staffing needs, and matched with availability of funds. And also materials, teaching and learning facilities provision need further study at ministry of education and sports level to address concerns over fair distribution based on need. Furthermore, teacher competencies in reading, writing and pedagogical knowledge should take centre stage in primary education reform.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0. Introduction

This chapter presents the discussion of findings, gives a summary and a conclusion; it further presents the recommendations made as well as suggestions for further studies.

5.1. Discussion of findings

5.1.1. Bio demographic data.

According to study, the age of respondents was mainly above 10 years, following by those between 5-10 years. (Ref: Table 4.1) This happened because respondents below 3 years are really babies of baby class or non school going level. This made them not feature up in the study. Besides this, respondents between 3-5 years were children mainly in lower primary (P1 and P2) where some could write but needed help in interpretation of questions. The other category of respondents was those between 5 -10 years. This mainly had pupils in middle classes P2-P4 who could read and write with help of facilitator.

The category of above 10 years involved the pupils in upper primary who could read and write independently as well as the mature respondents that's to say the teachers, parents, school management committees and key informants who included the head teachers and the deputies. Pupils were the biggest percentage as these were the key respondents. However, their being at young age had to be backed up by mature respondents and key informants which was rightly done. It is also believed that much as they are young they are the one whose performance is a concern. Not to forget is the involvement of the gender concern. This was okay as both male and female respondents were used. This was

appropriate in this generation as there's no gender discrimination but equality emphasized.

5.1.2. Achievements of the Universal primary education

According to findings presented. There were achievements which achievements were both of short and long run. (Ref: Table 4.IV). Children of school going age had been able go to school as an opportunity to utilize their right of education as the millennium development goals had been utilized. This has more so helped the financially weak since most schools had a fee to pay. The school enrolment has also increased where the population of most schools increased by about 40% within the next three years since the introduction of UPE. This matches with the town council records provided. For example in 2009 there was an increase in total enrolment from 8,049 pupils to over 14,297 pupils (10,234 male and 4063 female) (Ref: Town council academic department report 2010). Enrolling these children in school at a tender age affirms a recommendation of the education Review commission as well as its benefit. The commission argued that only when every child is enrolled at the right age and does not leave school without completing the full cycle of primary education, it would be possible to ensure that all citizens have then basic education needed for living a full life.

Opportunities for jobs had been identified with UPE's implementation. This is believably true as where ever there is any change, there are beneficiaries and losers, The teachers who had no jobs due to government recommendations of a specific number of teachers for a given pupil population in a school. This arose from the recommended pupils to teacher ratio (PTR) e.g. Evidence to this was the strategy adopted by the government in

between 1999 and 2005 that had on record 7,800 in service teachers being trained or upgraded. This teacher training was the beginning of a move to have mass recruitments in primary schools. For instance another 2.118 had been expected to complete their training (Min of Educ. and Sports 1999) followed by the abolition of cost sharing in primary Teachers colleges (PTCs) in 2002 /2003, the result of this was as earlier presented enabling poor talented students to enter PTCs. It should however be noted that the number is still too low compared to the massive number of children in schools now (min of Education and sports, 2013).

One of the achievements stated arose from the overpopulation of the schools. The immediate solution to this was construction of new classroom blocks. This was done but at a low pace depending on the release schedules for funds. However, buildings (class rooms) have since been constructed. For instance in Kumi town council, by the end of 2010 a total of 80 class rooms had been completed. This made the stock of permanent classrooms grew from 187 (pupil-classroom ratio 72:1) by the end of 2009/10 to 220 (pupil-class room ratio 65:1) by the end of 2012.13. This makes it clear that the program has helped improve access to education as seen by the increase in enrolment and the increase in the number of class rooms that has been put up.

According to findings of the study, some parents became reluctant to pay other school duties thinking that their children's education was completely free. This happens whenever you fail to explain well the cause and status of an issue. Should one have a misconception about an issue then you should likewise expect adverse information or reaction not in direction expected.

Overall achievement of UPE in Kumi town council was not so high or so low but moderate. This implies there were some observable positive landmarks as well as negative drawbacks. One of these stated was the retarded performance. This was a general observation in most schools arising from either having too big classes to attend to or quality of the teachers being compromised. Sometimes, a pupil who is hungry cannot understand well what a teacher gives him/her in class. That's why afternoon classes do not always yield much except if a child has had a meal.

On addition to this, it's the reason why curriculum developers have subjects and or activities they recommend in the after noon. Among these includes; Art and craft work, games and sports, debate and social subjects and so on.

The academic standard of the pupils in Kumi Town council was low. Very few pupils would read, write and be in position to analyze issues well. In support of this the failure rate of pupils in this area was high at 32% in 2012 and 27% in 2013 PLE results. On the other hand the proportion of those passing highly was low for example 8% in 2012 and 9.2% in 2013 passing in Grade one but having a fair proportion of them in Grade II. (Ref: Kumi Town council education dept Report 2013).

5.1.3. Challenges of Universal Primary Education

As shown in table 4.IV, challenges really existed. Respondents showed a number of them with lack of infrastructure as the lead problem. Most of the UPE schools have dilapidated structures with no window panes or doors. However, this is so common in rural schools while those in towns have at least good structures. Teachers often left government schools for private schools. The reason behind this was that some private schools pay

highly. For instance teachers at Grade III are paid 270,000/= yet in private schools, this depends on where the school is as well as its performance. This has continuously led to a deficit of teachers vis-a-vis the increasing pupil population. This is a challenge unsolved for a long time. In response to this, the government has done some work in this regard and a number of teachers have been trained and upgraded, however, the teacher - pupil ratios are still poor. An effort to reduce this has led to the number of untrained teachers to increase and remain high.

Corruption and misappropriation of funds was shown as a challenge (Re. Table 4.III). Many people irrespective of their jobs, offices are victims of unfair practices. The cited cases of teachers corrupting District Education Officers, head teachers so that they their names can be fixed on the pay roll, or be given jobs and or be transferred to areas of preference or that are reachable in transport and economically have spoilt the quality of education. Such practices exhibited to incompetence and inefficiency in the management of the pay roll. This is in line with what was stated earlier that whereas proportion of teachers are deployed by unauthorized agencies such as Chief Administrative Officers and school management committees, transfers which are not promptly updated, backdating of salaries for teachers and lack of comprehensive recruiting records at schools and inaccurate payment to teachers raise serious discrepancy in their determination to work.

Schools have often and often complained of inadequate funding. This is a serious problem with no immediate solution. This is because the government says it has less

money and when it releases this, it gets embezzled along the way or gets diverged from intended purpose. Hallack et al (2005) denoted that the rampant corruption, bad administration, mismanagement of resources have played major parts in delaying the release of funds that are absolutely essential in primary education.

Common among consequences was the poor examination results and poor teaching/service delivery. (Re: Table 4.VII) As presented in research findings, results of academic performance at the end of term or year are sometimes a good measure and indicator of one's performance. Pettinger (2007) had a management view within the school of thought that all achievers have target to hit and these targets are distant but in an understandable route that directs the course of action. Relating this to our study, all pupils have end of term/ year results as a measure which is well known how to hit it. However the most embarrassing thing about the policy is the automatic promotion. This has greatly affected the end performance of these pupils when they reach upper primary mainly P.7. These pupils have often been promoted even though their performance is below standard or set pass mark and parents too go on to approve their children for the next level. Unlike the previous education system before UPE, a pupil would be total recommended to repeat a class so that he/she would understand what's taught at that level as this would compliment what's taught at the higher level that needs the previous level knowledge as a basic foundation.

According to the National Assessment of progress in Education (NAPE) carried out in 2012 revealed that more than 40% of P.3 pupils tested were "inadequate "in their performance in English reading and writing and in numeracy tests. Over 71% were inadequate in oral English at P.6 level, over 67% of those tested were "in adequate in

English reading and writing, just over 30% in oral English and over 50% in numeracy of pupils' performances in 2012 showed alarming low rates of literacy and numeracy skills.

Teachers were again pointed accountable for the poor performance of the pupils. On one hand it may be right but for heavenly sake, how can a teacher trek 12km to and from and then expect to yield good results. The important factor here is the lack of teacher's houses in most schools meaning that teachers have to move as long as 10 km to and from the nearest trading centers to the schools where they can find cheap rental houses and some teachers come from their distant homes to school. This means that poor teachers arrive late for lessons and have to leave early. Without public transport means available in this rural setting, most teachers rely on bicycles to and from the school.

According to findings of the study, 57.4% agreed that there was poor monitoring of school activities while a lesser population of 42.6% disagreed. (Table 4.III) This implies that the level of monitoring and or supervision of these school activities is not satisfactory. The supervisory role of these schools was left to the inspectors of schools who also have a lot of work to do. In the end they may visit a school once or not at all in whole term and when they visit the school, they are not objective to the main purpose and goal of their inspection. They visit the schools just for the sake of visitation to show that they are working. Otherwise this role would be an all party role involving parents, DEOs, District and ministry of Education personnel as well as well wishers with well known parameters to note and take care of as well as knowing where to report their findings for immediate action.

5.1.4. Strategies for improvement on pupils academic Performance of UPE

There were suggestions raised that the community should be part of the school administration. This participation of the community had been existent, only that it was weakened by the abolition of Parents Teacher Associations fees. This left all responsibility in the hands of the Head Teacher who reports to the District Education Officer while being supervised by the inspector of schools. The collaboration of these persons is not worth satisfactory without the community's overseeing. UNICEF (2007) further stated that any developmental project meant for the benefit of a community should first be told and explained to the community itself. This in turn helps to overcome resistance to its implementation and probably have the members of the community offer a helping hand.

Likewise if this is done to the schools with the head teachers calling and notifying the parents and community locals of the progress and concerns of the school, they may be made to feel the ownership of their school and so in turn do all they can for the schools betterment.

Just like identified and proposed, corruption and misallocation of funds highly compromises the quality of performance. Price water house coopers (2003) recommend that transparency and accountability do help check corruption and probable misallocations of funds. They added that such practices once given to qualified and competent auditors would be easily disclosed for immediate action. The challenge now would be the recourse implementers delaying justices. For example, if an officer has been found guilty of being crafty or corrupt, the office in charge of disarming him or punishing him as need be may take a long time to take action which indirectly denies justice.

The government has also played part to this effort and should be appreciated to some extent. It does this through the Auditor General's office who calls and checks all books of accounts to ascertain the use and accountability of all government funds released. However, this government process takes a longer time for example transactions that may have been done in the beginning of the 2013/2014 financial year may be seen at the end of 2015/2016 financial year i.e. 2 years after.

The quality of staff; Many teachers are of Grade III with very few of them upgrading. Those who have managed to upgrade have searched for better paying schools, promotions and or other jobs leaving the situations in no better but for the worse.

5.2. Summary of the findings

The study involved various respondents who were of different age groups. Most of these were above 10 years followed by those between 5-10 years. These included various classes of respondents that is pupils (87%) being the main target of the study, whose performance is considered followed by parents (5.8%) to key informants that is the head teachers and deputies 3.4%. To note is that 53.6% (majority) were male with the female as minority (Ref: Table 4.I-III)

UPE had registered achievements in relation to why it was established. Among these, pupils would now be able to go to school without worrying of school fees. What would worry them are personal dues like school uniform, books and lunch. The UPE policy opened up opportunities for teachers, who were trained, others retrained and those monitoring the implementation of the policy. There has been construction of new classroom blocks to cater for the overwhelming pupil population with some schools A, C, and D renovating their structures.

The negative draw backs with UPE were that some parents had rejected their role on children thinking that the government had paid for everything; PTA allowances were abolished hence reducing allowances for top of teachers. Achievements of UPE were moderate with a standard being below average/pass mark with teachers getting demoralized and thus leaving for greener pastures other than their current jobs.

The challenges that the UPE faced were mainly lack of food for lunch/ meals, teachers had no staff houses at the school, less infrastructure and usable materials at the school premises.

Sources of funds were limited yet government would release funds only 3 times a year, people looked at the UPE schools as schools for financially weak, with too many pupils but less usables e.g. chalk, desks to sit on, major consequences included poor examination results, due to the inadequate handling of pupils. There was also low moral among employees (teachers) yielding poor teaching and service delivery.

Never the less, embezzlement and corruption crippled intended developments, followed by the poor remuneration and sun setting.

Among the suggestions/strategies to improve academic performance of pupils in UPE schools included community participation in possible ways like monitoring school activities provision of lunch to pupils and requesting pupils parents to be supportive of their children by providing basic school needs like uniforms, books and the like.

The study recommended reinforcement of laws against corruption and request concerned offices to act accordingly upon those discovered in corrupt acts or misappropriation of funds this would be possible if there was seriousness in transparency and accountability.

The quality of teaching staff being low and more especially in rural areas was a result of

employing every one due to inadequate qualified staff whose morale is low due to low wages. Key informants proposed that the government fulfils its pledge to increase primary teachers' salaries and take a hand in training and retraining those already in service.

5.3. Conclusions

The study revealed that UPE was basically a success to the academic life of children within the area as a majority of them who would not access school have accessed this children's right, creation of employment for teachers and school administrators, construction of classrooms even though they are not enough, reduced school fees by abolition of PTA funds. However, UPE compromised the quality of education as a result of increased pupil teacher ratio (over 80-1), increased work load for staff members.

Challenges faced with the UPE included parents misinterpretation of the policy thinking that the government would pay everything for their children hence not even paying for meals, buying uniforms, books. Inspection of the schools was poor, done less than three times a term with no specific purpose but just for the sake of visiting the schools. There was a challenge of retaining good quality teachers as these would either join private schools or seek others better paying jobs. There was poor construction of school facilities e.g. class room blocks, toilets, and desks due to contracting with incompetent suppliers who win contracts through corruption.

The quality of the academic performance was poor as compared to that of private schools exhibited in poor examination results, too much work load and poor teaching and service delivery.

Strategies proposed for improvement of pupils performance included explanation to parents and communities to know that the school belongs to them and not the government and so offer a helping hand by providing some basic school needs for their children for example buying uniforms, paying for meals, books and looking after their health living since a health mind understands well in class.

Government was requested to reinforce laws against corrupt offices at any levels in education system, engage in training and retraining /organize refresher courses for its in-service workers fulfill its pledges o salary increment as well as build houses for its staff so that they can be fully around.

5.4. Recommendations

5.4.1. Achievements of UPE

(i) Pupils in UPE schools need to be monitored and nurtured so that they remain in school until completion of at least the primary level. This should be an effort by parents to make their children love schooling by providing basic school necessities.

(ii) Pupils should be taught practical subjects as well as part of co-curricular activities since these can earn the child a living even after school.

(iii) Teachers have got jobs but should be encouraged to upgrade for example joining holiday programmes with PTCs as well as refresher courses. Head teachers should stand in this to encourage and recommend their teachers for further education.

5.4.2 Challenges faced

(i) Parents should be encouraged to pay lunch fees for their children because a child can't understand as study well while hungry. This should be done by the head teacher in every opportunity to meet the parents.

(ii) Performance measurement techniques should be done by the head teachers. These could involve appraisals including both self appraisal and other parties. This would generate reliable data about teachers' character and performance for corrective action since they greatly impact on the pupils learners.

(iii) The challenges of inadequate infrastructure should be addressed to the government. However, donor funds should be sought after expression of need. Parents and local communities should be called upon to fundraise money for schools in their communities.

(iv) Good quality teachers were joining private schools and or other jobs for better payment. This can be reduced by increasing the salaries of the workers as well as promoting existent teachers who deserve this. This raises the morale and love for work making them remain in the long run.

(v) There should be improved network to monitor and report any instances and suspicion transpiring on any school. However, there should be confidentiality across all levels and stake holders.

5.4.3 Strategies to improve pupils' academic performance in UPE

(i) The government should fight upon corruption and mishandling of funds through making its processes move faster this mainly concerns the auditor General's office

(ii) The teachers should be trained and encouraged to upgrade. This maybe done through cost sharing or given scholarships depending on quality of their service

(iii) The pupils should be taught using a pupil-friendly approach that makes them love schooling; this approach to be adopted by teaches would create friendship with the teachers and the love to be in school by these pupils.

(iv) Not all people are talented in the something or way. Because of this some pupils may be weak in one subject or activity but strong in another. This should be utilized

(v) Pupils should be given continuous assessments so that they get used to examination. This assessment should at least not encourage cramming but reasoning and understanding of a topic.

5.5. Suggestions for further studies

(i) The study recommends further research to be done upon pupil's background towards performance.

(ii) It further recommends an analysis on the nature/ type of inspection done on schools upon the utility of services provided at the school.

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APPENDICES

Appendix 1: Questionnaire for pupils, parents, teachers and school management committee members

KYAMBOGO UNIVERSITY

FACULTY OF EDUCATION

Dear Respondent, I am a student of Kyambogo University doing a research on the achievements and challenges on academic performance in the Universal Primary Education in Kumi Town Council. I request that you fill in this questionnaire so that you can help in providing information about this study. Your views will be strictly used for study purposes and shall be kept confidential. Please respond with all the sincerity that it demands.

Thank you very much.

RESEARCHER

2.0. Bio data

(a) Age: (i) 0-3 yrs ☐ (ii) 3-5 yrs ☐ (iii) 5-10yrs ☐ (iv) above 10 yrs ☐

(b) Sex: (i) Male ☐ (ii) Female ☐

(c) Position/ Responsibility/ Occupation

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Objective I: Achievements of the Universal Primary Education

2.1 What are the achievements of the Universal Primary Education in Kumi Town council?

(1) Do you think there are any achievements of the UPE in primary schools in Kumi Town Council?

Yes ☐

No ☐

(2) If your answer to number 1 above is "Yes", name any 5 achievements on academic performance in Universal primary Education in Kumi Town Council?

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(3) If your answer to number l above is "NO" explain why?

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(4) What is your perception and rating of the achievements on academic performance in Universal primary Education in Kumi Town Council?

Very High ☐

High ☐

Very Low ☐

Low ☐

Moderate ☐

(5) Explain what the standard of academic performance has been in Universal Primary Education in Kumi Town Council since 2009.

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Objective II: Challenges of Universal Primary Education

2.2 What are the challenges of Universal Primary Education in Kumi Town Council?

(1) Do you think there are any challenges of UPE in primary schools in Kumi Town Council?

Yes ☐

No ☐

(2) State any five challenges that schools are facing in Kumi Town Council?

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(3) Poor teaching and service delivery is the likely consequence of UPE?

Strongly Agree ☐

Agree ☐

Strongly Disagree ☐

Disagree ☐

Not Sure ☐

(4) Poor examination results are consequence of the UPE program in primary schools in Kumi Town Council?

Strongly Agree ☐

Agree ☐

Strongly Disagree ☐

Disagree ☐

Not Sure ☐

(4) Too much work load is as a consequence of UPE in primary schools in Kumi Town Council?

Strongly Agree ☐

Agree ☐

Strongly Disagree ☐

Disagree ☐

Not Sure ☐

(5) Do the following issues influence UPE on academic performance? (Put a tick (√) for "Agree" or Cross(X) for "Disagree"

Bureaucracy	
Poor remuneration	
Embezzlement	
Poor stakeholders' attitude	
Inadequate motivation	
Corruption	
Poor monitoring	
Poor monitoring	

(6) Low morale on employees is consequential on poor academic performance in primary schools in Kumi Town Council?

Strongly Agree ☐

Agree ☐

Strongly Disagree ☐

Disagree ☐

Not Sure ☐

Objective III: Strategies for improvement on pupil's academic performance of Universal Primary Education

(7) What do you think could be done to improve academic performance of UPE schools in Kumi District?

.....

.....

.....

.....

.....

(8) Whom do you think is responsible for implementation of the possible suggested strategies?

(a) Head teachers ☐

(b) Parents ☐

(c) Government ☐

(d) School staff ☐

(e) Pupils ☐

(f) Any other specify .....

Thanks for your participation may God bless you

Appendix 2: Interview Guide for Deputies and HeadTeachers

(I) For the years UPE has been operational ,what do you think are some of the achievements it has registered on academic performance in primary schools in Kumi town council ?

(2) What is your comment on the UPE enrollment in relation to academic performance in primary schools in Kumi Town Council?

(3) What do you think is the stakeholders' perception of the extent of the success of the Universal Primary Education on academic performance in primary school in Kumi Town Council?

(4) What are some of the difficulties so far met in the implementation of UPE which are a hindrance to academic performance in primary schools in Kumi Town Council?

(5) What could be the way forward towards improving academic performance in primary schools in Kumi Town Council under the UPE arrangement?

(6) Suggest any ways of improving academic performance under the UPE in primary schools in Kumi Town Council?

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Department of Educational Planning Management

Date: 3rd November 2014

TO WHOM IT MAY CONCERN

This is to certify that **ONORIA Moses, Reg. No. 2010/U/HD/215/MEPPM,** is a student in our department pursuing a Master's Degree in Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Te Influence of UPE on Pupils' Academic Performance in Kumi Town Council, Kumi District .

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

Thank you

Yours faithfully

Komba

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT

Kyambogo University
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03 NOV 2014
HEAD OF DEPT.
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