

**FACTORS INFLUENCING THE PERFORMANCE OF PUPILS UNDER UPE  
PROGRAMME IN RURAL AREAS IN BUKEDEA DISTRICT; A CASE STUDY  
OF OKUNGURO PRIMARY SCHOOL**

**BY**

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## DECLARATION

I, **AKOL BABRA**, declare that this dissertation is out of my hard work and has never been submitted to any Institution of Higher Learning for any academic award.

Signature: .....

Date: .....

**APPROVAL**

I hereby certify that this dissertation by **Dr. E.B. Mugerwa** was supervised by me, and submitted with my approval.

Signature ..... Date.....

**Dr. E.B. Mugerwa (Supervisor)**

## **DEDICATION**

I dedicate this report to Almighty God, my parents, Ms. Joyce Akol, Sister, Norah Nakiria, husband and friends who morally and financially supported me through my academics and finally to all those who encouraged and believed in me that I can make it despite ups and downs that I went through. Thank you Lord.....

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## **LIST OF ACRONYMS**

FPE	Free Primary Education
LCD	Links Community Development
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
PEAP	Poverty Eradication Plan
PLE	Primary Leaving Examination
SPSS	Statistical Package for Social Scientist
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education

## ABSTRACT

The study was about the factors influencing the performance of pupils under Universal Primary Education programme in Okunguro Primary School-Bukedea District, Eastern Uganda. The study was guided by the following study objectives; whether the government provides the necessary resources to enable every child to enter and remain in Okunguro Primary School, how government has made basic education accessible to the learners and relevant to their needs in Okunguro Primary School and how education under UPE initiates fundamental positive transformation to ensure performance in Okunguro Primary School.

The study obtained data from 86 respondents using quantitative approach. The government of Uganda through the Ministry of Education and sports, the District and Sub county Education officials avail some general scholastic items like books, charts, manuals, training for teachers though very inadequate, and communicate to them all the necessary information which keeps the two sides on the same page in the school. Despite the fact that government has meager resources for the school, they avail some scholastic materials, carryout inspection and try to replenish the skills of the teachers. There are though inadequate, some necessary instructional materials, physical infrastructures and scholastic materials in the school which when well utilized can boost learner's performance. Thus, the fact that resources are inadequate from government, the few which are provided can boost education and the general performance of the school for the attainment of the competitive edge required for quality education. Access to basic education under the UPE programme is a guarantee and that's why the parents are only required to provide books and Uganda Shillings 8,000 for porridge for the children so that they can stay at school and learn and boost their affluent and literate people. The future of the educated people who have gone through this programme in the school is better than that of the uneducated. The UPE policy is favourable in enabling every child access free education at primary level in the school, so basic education is now a right in the school. There is unlimited access to basic education in the school which has enabled children to settle get educated and significantly attain good grades in internal and external examinations. The government has guaranteed access to basic education in the school, so the pupils enjoy learning and their literacy levels have gone up, though their performance is not yet excellent but it is fair. With the introduction of UPE in the school, there has been positive fundamental transformation which has enhanced pupils' performance, and the skills attained can enable them to survive as they strive for better livelihood in the future. Basic education is fundamental as an initiative for fundamental transformation in order to enhance the performance of pupils in the school and other schools. With the UPE programme in place, they have been able to attain high enrolment and the primary level education thus forms the patent foundation upon which the children can build potential for better future. The success of UPE programme in Okunguro Primary school means that there has been enhancement of literacy for better livelihood of the children.

The study recommended that there should be promotion of parental educational level or attainment which can enhance Universal Primary Education in school and thus improve the education status of the children and the schools, there should be inception of the government programme to supply instructional resources for both lower and upper primary levels in order to enhance learning and instruction for the children and there should be enrolment of more teachers to avail at primary level education in order to boost effective teaching and enhancement of literacy for better learning by the children.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study**

This study is about factors influencing the Performance of Pupils under UPE Programme in Rural Areas in Uganda. It focuses on Okunguro Primary School as a case Study.

The study is based on Okunguro Primary School. The introduction of Universal Primary Education (UPE) as part of the reform program of the Ugandan government was to increase access, equity, and quality of primary education with the view to eradicate illiteracy and subsequently transform society from the doldrums of poverty. The adoption of the UPE Policy also demonstrated the country's commitment to the achievement of Millennium Development Goals (MDGs) and Education for All (EFA).

This study is important because factors influencing performance of pupils under Universal Primary Education (UPE) is driven by a need to enhance equitable access to quality education and in line with commitments by the government of Uganda towards achieving education for all citizens; the Ministry of Education and Sports implemented the Universal Primary Education (UPE) Policy and of which, Under UPE, tuition-fee-free education is provided for school going children per family in Uganda. As a consequence, the number of school going children enrolling in primary schools in Uganda increased from 2.7 million in 1997 to approximately 7.3 million 2003 (Government of Uganda, 1998; MoES, 2004).

The sample study selected is Okunguro Primary School in eastern region (Bukedea District); however, little efforts have been directed at intervening into poor performance of the school. For example, a study by the Uganda National Examinations Board (UNEB, 2003) explored achievement of primary pupils in Uganda in English Literacy and numeracy. They found that the central region excelled in literacy and numeracy followed by western, and northern, with the eastern region trailing. A similar study by Links Community Development (LCD, 2007) project in the Ministry of Education and Sports and reports from Okol (2007); DEO Katakwi (2007); DEO Amuria (2007); DEO Kaberamaido (2007); DEO Bukedea (2007) delved into school and teacher characteristics in Bukedea District and other districts inform of very poor infrastructure,



lack of teaching materials, low teacher commitment, large classes and hunger among pupils as key factors to poor performance in Okunguro Primary School in Bukedea District.

Education is an important catalyst in any country's social, economic and political development. Globally it is recognized as a basic human right, thus a form of investment that contributes to the development of both an individual and society. Basic education strengthens individuals' capacity, families and communities to access health, higher education, economic and cultural opportunities and services (UNESCO, 2007).

School education was introduced in Uganda by the White missionaries mainly for the children of chiefs and to provide for functionaries needed by the British colonial government. So right from the onset, this school system was not for all and it therefore grew to become highly selective and competitive with fewer and fewer students continuing to the next level of education. As a result, many Ugandans remained illiterate with literacy rates standing at only 65% with the primary education 'reaching only 50 percent of the age group' (Ministry of Education and Sports 1999:7). It is against this background that in December 1996 President Yoweri Kaguta Museveni launched a policy of Universal Primary Education (UPE) in accordance with the government White Paper on Education (Ministry Of Education And Sports 1992). Under this policy, government was to provide 'free' education to a maximum of four children from each family. This has now changed because President Museveni has now said that 'all children of school-going age should benefit from Universal Primary Education (UPE) (Olupot, 2002).

Student's performance, defined as, the ability of pupils to do something (Oxford Advanced Learners Dictionary, 1994) while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Escarce, 2003). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public (Considine, et al, 2002).

According to Education for All (EFA) global monitoring report released 2008, primary school enrolment rose from 647 to 688 million worldwide between 1999 and 2005, increasing by 36 percent in Sub Saharan Africa and 22 percent South and West Asia. The Global Net Enrolment Ration (NER) rose from 83 percent to 87 percent between 1999 and 2005. Participation levels increased most rapidly in Sub Saharan Africa (23%), South West Asia (11%) (UNESCO, 2007). National Institute for Education Research (NIER, 1995) while focusing on education performance among Asian countries found that education performance was still low in Indonesia and Philippines. This was attributed to poor allocation of resources and poor management. The research revealed that though Government had done a lot to provide physical facilities, there was shortage of teaching and learning resources and qualified teachers.

A study in India which sampled 59 schools found out that, only 49 schools had buildings and of these, 25 had toilets, 20 had electricity, 10 had school library and 4 had television. Schools which were well equipped performed better than schools which had insufficient physical facilities. It was concluded that the quality of learning environment is strongly correlated with pupils' achievement (Gikonyo, 2009). They also noted that neither a good number of teachers in China, Guinea, India and Mexico mastered the subject matter they taught nor the pedagogical skills required for good presentation of the subject content which highly affected pupils' performance.

Kenya is a signatory to various international declarations and conventions in education and is committed to ensuring the right to every citizen to access quality education as enshrined in the world declaration of Education for All (Olaleye, 2011). Poor performance of Kenya Education System as well as in other developing countries is due to weak managerial capabilities in those systems (Motanya 2011). It is the duty of head teachers to ensure that staff is adequate, teachers attend to seminars and workshops to enable them acquire new skills and teaching methods which would help improve education performance (Gikonyo, 2009).

A survey in Uganda on the analysis of factors influencing learning achievement of pupils in Uganda found out that pupils' age, language spoken, time spent on a subject, class size, text book and pupil desk ratio are significant factors influencing learning achievement. The study also revealed that teachers' qualifications, experience and in-service training affect pupils' performance. It was also found out that school administration was another significant factor influencing learning achievement in grade six in Uganda (Nannyonjo, 2007).

The government of Uganda pays the school fees for the children. It also provides grants to be spent on instructional materials, co-curricular activities like sport, and the management and maintenance of utilities like water and electricity. By the end of September 1999 six and a half million children aged 6-15 had enrolled for primary school education - one third of Uganda's total population. Total enrolment rates for all children have tripled since 1996 in Bukedea District due to UPE program though many of the schools in the district are academically performing poorly.

Theoretically, according to Maicibi (2005), a good environment should be provided by the home if children in school must learn, if the school administration must be successful and if the school must develop. Grogan (2006) observes that pupils' success at schools is closely related to their home backgrounds. These include; level of education of parents, family income, parents' marital status, and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school.

According to Skinner (1945) "Learning Theory" achievement vary among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. According to Obanya and Ezewu (1988), the higher the status of a family, the more likely it motivates its children to learn and perform better.

Okunguro Primary School is a Primary School in Uganda. The School started as community based initiate in Bukedea and later on the Government of Uganda took over its management and now the school is sponsored by the government of Uganda.

The School is found in Bukedea District and in Bukedea Sub-County. Bukedea District is bordered by Kumi District to the west and north, Bulambuli District to the east, Sironko District and Mbale District to the south-east, and Pallisa District to the south. In the past five years, pupils' performance in the school has been deteriorating. While a few pupils excel in their examination, the majority of the pupils perform poorly. For instance, in 2003, only 25% of the entire Primary Leaving Examination (PLE) candidates got Division One. In 2004 again, only 30 candidates obtained Division One.

In 2007, only 40 candidates managed to get Division One (District Education Office, 2008). In all these years, failure rates have been on the increase. Other than pupils' performance in examinations, there have been persistent complaints from teachers about the commitment and the participation of the pupils of Okunguro Primary School in their education.

According to Government of Uganda, Ministry of Education and Sports, (2002) the major objectives of the UPE programme include:

- a) Ensuring that education is affordable by the majority of Ugandans by providing the minimum necessary resources to enable every child to enter and remain in school until they complete the primary education cycle
- b) Making basic education accessible to the learners and relevant to their needs as well as meeting national goals;
- c) Initiating a fundamental positive transformation of society in the social, economic and political fields,

In order to achieve the above objectives, Government has ensured continued fulfillment of its obligations towards the education sector with special focus on the UPE programme. This study will examine the extent to which the above first three (3) objectives have been achieved by Okunguro Primary School.

### **Statement of the Problem**

In spite of the objectives above, various reports reveal that there is still a problem of poor performance of pupils under the Universal Primary Education (UPE) at Okunguro primary school. According to Okunguro primary school performance report (2014), the problem of poor performance is deeply rooted to inadequate facilities; lack of teaching and learning resources, Absenteeism, Continued missing of classes which results in stagnation and falling behind in content and knowledge learning, lateness to school by pupils, quality of teaching and learning in the classroom, short-term hunger while at school and the inability for households to provide food to the school going children are reported as most assuredly related to poor performance of pupils in the school. It is believed that if this scenario persists, most of the pupils in Okunguro primary school would fail to progress in their education and their future would be blighted due to low levels of education. This therefore prompted the researcher to establish factors influencing the performance of pupils under UPE programme in Okunguro primary school

### **Purpose of the Study**

The study examined the factors influencing the performance of pupils under UPE programme in rural areas in Uganda basing on a case study of Okunguro Primary School

### **Objectives of the Study**

The study is guided by the following specific objectives;

- 1) To examine whether the government provides the necessary resources to enable every child to enter and remain in Okunguro Primary School
- 2) To assess how government has made basic education accessible to the learners and relevant to their needs in Okunguro Primary School
- 3) To assess how education under UPE initiates fundamental positive transformation to ensure performance in Okunguro Primary School

### **Research Questions**

The study will seek to find answers to the following specific research questions;

- 1) How does the government provide the necessary resources to enable every child to enter and remain in Okunguro Primary School?
- 2) How has the government made basic education accessible to the learners and relevant to their needs in Okunguro Primary School?
- 3) How does education under UPE initiate fundamental positive transformation to ensure performance in Okunguro Primary School?

### **Hypotheses**

**H<sub>0</sub>:** There is no significant relationship between Universal Primary Education (UPE) and performance of pupils at Okunguro primary school

**H<sub>1</sub>:** There is a significant relationship between Universal Primary Education (UPE) and performance of pupils at Okunguro primary school

### **Scope of the study**

#### **Content scope**

The study focused on factors influencing performance of pupils under UPE programme. The independent variable is performance. The dependent variable is UPE programme.

### **Geographical scope**

The study was conducted in Okunguro Primary School in Bukedea district eastern Uganda. The School is found in Bukedea District which is bordered by Kumi District to the west and north, Bulambuli District to the east, Sironko District and Mbale District to the south-east, and Pallisa District to the south.

### **Time Scope**

The study was restricted to a period of 4 years starting from 2013 to 2017. This period was selected because it is within that period that pupils' performance in Okunguro Primary School started deteriorating

### **Significance of the study**

The study findings may help in identifying the most causes of poor performance among primary school pupils in eastern Uganda. To this, policy makers and other bodies may be able to form strategies for reducing such situation

The study may also add literature review to the already established information about the variables hence acting as a source of literature review to the future academicians who may get interest in researching about the same studied variables of UPE program and performance of pupils in primary schools.

The study may further help the researcher to acquire practical skills that may inspire her to carry out more researches in some future. This is because during the process of carrying the study, the researcher may come up with the new inspiring idea that needs investigation.

## **Organization of the study**

This study was structured into nine chapters; however, it starts with preliminaries and other chapters follow

**Chapter one;** presents an introduction to the study.

**Chapter two;** presents the study literature. It highlights

- 1) Literature survey,
- 2) Literature review
- 3) Conceptual framework of analysis

**Chapter Three;** presents research methodology. It highlights research design and data collection and management

**Chapter four** presents the biographic characteristics of the respondents

**Chapter five** presents data on the necessary resources to enable every child to enter and remain in Okunguro Primary School

**Chapter six** presents data on education accessible to the learners and relevant to their needs in Okunguro Primary School

**Chapter seven** presents data on education under UPE initiates fundamental positive transformation to ensure performance in Okunguro Primary School.

**Chapter eight** links the findings to literature review and suggests the way forward for UPE in Okunguro primary school and recommendations of the study

**Chapter nine** presents summary, conclusions to the study

## **CHAPTER TWO**

### **STUDY LITERATURE**

#### **Introduction**

This chapter entails literature survey, the review of literature, the theoretical review and models and lastly the conceptual framework. This section expands on the Model used in the study. The study will explain views of different researchers on the factors influencing the Performance of Pupils under UPE Programme

#### **Literature Survey**

Though a number of studies have been carried out, inadequate coverage has been done to deal with factors influencing the Performance of Pupils under UPE Programme

Achombo (2010) conducted a study on Factors Affecting the Performance of Pupils in Primary Schools in Paidha Town Council. The study adopted a cross-sectional survey research design. Quantitative and qualitative approaches of data collection were employed. The study was intended to achieve the following objectives: (1) to investigate the influence of level of education of parents on performance of pupils in primary schools in Paidha Town Council; (2) to investigate the influence of family income on performance of pupils in primary schools in Paidha Town Council; and (3) to establish the influence of parents' marital status on performance of pupils in primary schools in Paidha Town Council. The study findings revealed that there was a positive significant relationship between the level of education of parents and pupils' performance; two, that there was no relationship between family income and pupils' performance, and thirdly, that there was no relationship between parents' marital status and pupils' performance.

The conclusions were that level of education of parents of pupils in the said schools led to low performance of pupils in primary schools in Paidha Town Council but level of family income and parents' marital status had nothing to do with pupils' performance in the said schools. . In his study, he failed to mention the influence of level of education of parents on performance of pupils; therefore the current will bridge the gap.



Juma (2011) conducted a study on Universal Primary Education Program and the Performance of Primary School Pupils in Biharwe Division, Mbarara Municipality. The study was guided by three specific objectives namely, to examine how UPE has contributed to enrolment of pupils in Primary schools, to establish the factors responsible for poor performance of primary school pupils in UPE schools in Division and to suggest the possible solution to address problems under UPE program in Division. The study adopted cross/sectional research design where both qualitative and quantitative methods were used to analyze data and a sample of 80 respondents was used.

The study found out that UPE has contributed to the high enrolment of pupils in primary schools and also there is poor performance of UPE schools in the Sub/county since majority of respondents revealed by rating it as fair and poor respectively. In addition the factors for poor performance of pupils in UPE schools were found to be pupil's discipline, ratio of pupils to teachers, insufficient scholastics like class rooms, government policy, irregular class attendances or absenteeism and others (child labor, misuse of UPE funds). Ways how the performance of UPE schools can be improved were. Curbing corruption, others (like role of parents), regular supervision of teachers, building more classes, teacher's motivation, equip schools with books and increasing number of teachers. His study didn't look at influence of family income on performance of pupils. Thus, the current study seeks to fill the gap.

Loga (2012) carried out research on effects of short-term hunger on schooling among Universal Primary Schools in Kamuli and Soroti Districts, Uganda. Descriptive statistics were computed to characterize the feeding patterns, Content analysis was done to describe the perceived effects of short-term hunger and the strategies used by pupils to cope with the same, and a correlation was run to determine the influence of the perceived effects of short term hunger on pupils' attendance, learning and concentration

The study findings revealed that although 75% of the schools had a school feeding program, 72% of the parents could not afford to contribute towards it, so their children did not have a meal at school. Pupils' devised their own means of coping with hunger which included looking for fruits (28%), begging from friends (18.5%), escaping from school (9%). This affected students': learning, since many of the pupils lost concentration; 41% did not understand what the teacher taught; and, 32% doped in class in the afternoon.

This led to low average mark at the end of the term. All scored an average mark less than 40% which is the UNEB pass mark. A Correlation run showed a significant relationship between pupils' attendance to school both in the morning and in the afternoon, their concentration levels in the afternoon, and their average mark at the end of the term. It was concluded that hunger affects pupils' learning hence their average mark at the end of the term. However, his research did not consider how availability of teaching and learning resources influences performance. The current study seeks to fill the gap. No study has been done in Okunguro Primary School on the same therefore it has left a gap to investigate the factors influencing the performance of pupils under UPE programme in the said area of study.

### **Literature Review**

Models others have used to understand similar problems in other settings.

Theoretically, according to Maicibi (2005), a good environment should be provided by the home if our children in school must learn, if the school administration must be successful and if the school must develop. Maani (1990) observes that pupils' success at schools is closely related to their home backgrounds. These include; level of education of parents, family income, parents' marital status, and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school.

According to Skinner's (1945) "Learning model" achievement vary among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The model further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. According to Obanya and Ezewu (1988), the higher the status of a family, the more likely it motivates its children to learn and perform better. Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

This study was guided by the Classical Liberal Theory as stipulated by Horace Mann (1796-1889). The Classical Liberal Theory asserts that every person is born with a given amount of capacity and abilities. According to this theory, educational systems should be designed with a view to removing barriers of any nature, such as economic, gender, geographic, that prevent individuals from developing their inborn talents, which enable them to social promotion (Sherman & Wood, 1982). Horace Mann (1796- 1889), who was a liberal progressivism, termed education as “the great equalizer of opportunity and chance”, which enhances life chances of those born into humble circumstances. This theory calls for further going through education at different levels from primary to secondary levels to which access would be determined on the basis of an individual’s merit and not on social backgrounds.

According to this theory, educational opportunities should be availed to all such that accessing it to be according to one’s desire and motivation and not a few individuals are allowed to receive it. The introduction of Universal Primary Education (UPE) in Uganda by the government in 1996 increased educational opportunities of over 3 million children in primary schools. This was a positive move made by the government to alleviate barriers of social injustices to equity in education for all citizens.

The Classical Liberal Theory was relevant for this study because it emphasizes on the need for removing barriers to educational opportunities. It is true that each learner has his/ her own capacity. The talents or capacities can be developed through educational opportunities that are offered. Equitable distribution of educational resources and facilities enhances pupil’s good performance and this eventually serves as an incentive for transition from one educational level to another.

The home-based factors such as poverty, gender bias, cultural beliefs, attitudes of the learner and parent’s on education and school-based factors such as rules, curriculum, teachers, and instructional resources affect pupil performance and transition from one level to another. Children who go to school from poor families lack even very basic needs for schooling like a pen, school uniform and other writing materials. They also lack food or suffer from malnutrition and this leads to infection of nutritional diseases.

Such pupils are not able to concentrate in class and their performance will be low and even much lower as they become more aware of their state as they grow. When school-based issues come in such as inadequate staffing, lack of teaching and learning resources, inappropriate teaching and learning strategies, performance of pupils continue to be poor. Such are the barriers that need to be dealt with, some at school level for instance, maintaining discipline, provision and utilization of available resources while some require solutions at family level for instance, provision of basic materials to children such as food and clothing including school uniform and other requirements.

This study adopted UrieBronfenbrenner's ecological systems theory. He developed the ecological systems theory in an attempt to define and understand human development within the context of the system of relationships that form the person's environment. According to Bronfenbrenner's initial theory (1989), the environment, is comprised of four layers of systems which interact in complex ways and can both affect and be affected by the person's development. These are Microsystems, Mesosystem, Ecosystems and Macro system. He later added a fifth dimension that comprises an element of time (Bronfenbrenner, 1995) which he called Chronosystem. This theory can be extended to model the development of an organization as well, and is particularly appropriate for describing the complex systems of a school district or even of an individual school. Each of the four system layers is described below:

**Micro system:** The Micro system is defined as the pattern of activities, roles, and interpersonal relationships experienced by a developing person in a particular setting with particular physical and material features and containing other persons with distinctive characteristics of temperament, personality, and systems of belief (Bronfenbrenner, 1995). In other words, this layer forms a set of structures with which a person has direct contact, and the influences between the developing person and these structures are bidirectional. The person influences and is influenced by the Micro system. If this theory is extended from human development to organizational development, and an individual school is the unit of interest, the Micro system of the school would include students, parents and family members, administration, teachers, and the surrounding community (Johnson, 2008).

**Mesosystem:** The meso system, simply stated, comprises the linkages between Microsystems (Bronfenbrenner, 1995). Just as the direction of influence between the school and each structure within the Microsystems is bi-directional, the meso system involves bi-directional influences between these various structures. An example of the meso system of an individual school can be seen in the interactions and dynamics between two of its micro systems, students and parents.

Parental expectations regarding the academic and extra-curricular success of their children can often create a dynamic that directly and indirectly impacts the atmosphere and climate of the school. Unreasonably high expectations and low tolerance for failure can create a dynamic between parent and child that is characterized by tension and fear. This dynamic impacts the school in various direct and indirect ways, including, for example, student behaviour in the classroom resulting from such expectations, pressures to ensure their child's success placed on school personnel by the parent, or an attempt by school personnel to shield students from such parental pressures by restricting the amount of information that is communicated regarding student achievement (Johnson, 2008).

**Exosystem:** The exosystem represents the larger social system, and encompasses events, contingencies, decisions, and policies over which the developing person has no influence. The exosystem thus exerts a unidirectional influence that directly or indirectly impacts the developing person. The exosystem of an individual school might be comprised of such structures as, for example, state regulations, local economics, district mandates, and local disasters (Johnson, 2008).

**Macrosystem:** The macrosystem can be thought of as the “social blueprint” of a given culture, subculture, or broad social context and consists of the overarching pattern of values, belief systems, lifestyles, opportunities, customs, and resources embedded therein (Bronfenbrenner, 1995). This system is generally considered to exert a unidirectional influence upon not only the person but the micro-, meso-, and exosystems as well. The macrosystem of an individual school is embodied not only in the cultural, political, social, and economic climate of the local community, but that of the nation as a whole (Johnson, 2008).

**Chronosystem:** Although not one of the four system layers per se, the chronosystem represents a time based dimension that influences the operation of all levels of the ecological systems. The chronosystem can refer to both short- and long-term time dimensions of the individual over the course of a lifespan, as well as the socio-historical time dimension of the macro system in which the individual lives. The chronosystem of an individual school, therefore, may be represented by both the day-to-day and year-to-year developmental changes that occur in its student body, teaching staff, curricular choices, etc., as well as the overall number of years in operation (i.e., a newer school faces challenges and opportunities that differ from those of a school that has been in operation for a length of time).

In an attempt to understand the causes of the poor academic performance, one has to take into account the individual children as well as the context within which it occurs. The relevance of this theory to the study is that it impinges on the researcher to view the poor academic performance in the school as a phenomenon that is influenced by wider social systems. The theory opined that school children are directly present within some of these social systems, such as their household, school and immediate neighbourhood, and there are others in which they are not directly represented, but which impinge on their development including their siblings“, social networks and their parents’ or carers’ friendship, leisure and the workplace relationships (Bronfenbrenner, 1986). In addition, the theory makes us aware of the influences of wider social systems including the cultures, political systems, social institutions, and values that exist in the society and argues that they should be taken into account in children’s educational upbringing.

By inference, the influences and experiences that result from the interactions between different social systems play a key role in determining the extent to which children perform in school. From the constructs of the ecological theory, the poor performance of the pupils is inextricably linked with the characteristics of social systems. The ecological theory is, therefore, the most appropriate theory for studying the causes of poor academic performance in the school and for locating target(s) of intervention. It is appropriate in that it directs attention to the whole and not to any one part, system, or aspect of the children situation. Consequently, it is within this framework that the present study seeks to investigate the causes of poor academic performance.

Since learning outcomes depend on the way it is presented to the learner by his or her teacher, the way the learner interacts with the learning experiences presented to him and the environment within which the learning takes place, it is therefore expected that these entities would be affected by factors associated with the school environment, home and community conditions, teacher, education administration and the pupils themselves.

Structural functionalism theory is defined as ‘a theoretical orientation which proposes that a human society is like an organism made up of structures called social institutions’. These social institutions are made in such a manner that they perform different functions on behalf of the society. In its role, the structural functionalism theory endeavors to give an explanation on how a human society is organized and what each of the various social institutions for stability of the society. (Merton 1957).

The structural functionalism theory started to take roots and gain popularity in the nineteenth century. It was developed and shaped by the organists in order to understand the human societies. They began to compare a society to an organism for example a cow, a dog among others. In such organisms, there are structures called organs for instance the heart, liver, skin and others that carry out the functions of the whole organism. This thinking, therefore, seemed to form a sound model that could help in understanding how the human society is structured, maintained and sustained by the organs in it known as the social institutions. In any human society, education is a complex institution and full of many factors. It is an integral and recognized social institution that is structured to carry out a specialized function that is the education of the members of the society.

Also, the role, contribution and the use of education towards the maintenance and development of the society can be understood and explained through this theory. The rationale for using this theory is that it explains why certain structures such as, teaching and learning activities, effective curriculum supervision, impact of socio cultural factors on education among others are key in promoting academic performance.

Furthermore, research by Sternberg emphasizes that student’s learning and thinking styles (Sternberg, 1997) (which are usually ignored), together with their ability levels, play an important role in student performance (Sternberg, 1992). The Theory of Mental Self-Government refers to an inventory of different thinking styles that gives an indication of people’s

preference of thinking patterns. Where the Triarchic Theory focuses on the ability itself, the theory of Mental Self-Government refers to different thinking styles which constitute preference in the use of abilities (Sternberg, 1990).

In light of the above theories, this study adopted the theory of mental self-Government as the most appropriate one in enhancing students' academic performance. The reason is that, the learning and thinking styles of students can either be reinforced leading to excellent academic performance or hindered leading to poor academic performance. This is heavily contingent upon the availability and provision of a number of essential facilities such as good study materials, accommodation, conducive learning environment, good water and sanitation facilities among others. These being available and in provision, students' potential abilities of being analytical, creative and practical as described in triarchic theory also become reinforced.

### **The concept of Pupil's performance**

Pupil's performance, defined as, the ability of pupils to do something (Ng'ethe, 2004) while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Johnson, 2000). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public (Ashioya, 2009).

Birdsall and Ibrahim (2005) suggests that a child's self- image, self -concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. If the child thinks that he will do poorly, he opts to hang back and avoid doing the very things that will help him to learn. Low expectations are infections and persons who hold low expectations for themselves encourage others to hold low expectation also. A good curriculum or syllabus is its relevance to the individual needs and capacities of the learners to their lives. There is need to identify what motivates learners so that they attend educational programmes.



If pupils are bored and fail to see the connection between their personal life and what they are taught in schools, they become candidates of ‘academic failure’ and eventually this leads to poor performance in examination (UNESCO 2002). As level of poverty rises, child labour becomes crucial for family survival. More children are increasingly employed in domestic activities and petty trade in rural urban in order to subsidize the family income. This has greatly affected the girl-child as most girls are removed from schools and taken to do odd jobs like house helps and barmaids to supplement the family income. Most parents affect their children in this manner and this leads to poor performance.

### **Factors Influencing Pupil’s Performance**

#### **Parent’s level of education on pupil’s performance**

Kisirikoi, et al, (2008) noted that parental educational level or attainment has been found to be significantly related to the educational attainment of their children in both rural and national samples. This study also had two levels of judging educational level. The two levels are some college or below to college graduates and above. As with the case previously, the children of more educated group tended to have higher aspirations and higher education plans. Both of these students help illustrate that those children from parents with higher education levels tends to do better than the less advantaged group. Children in turn are then disadvantaged when their parents have a lower education as well. It may form a cycle of uneducated family members.

#### **Teaching and learning resources and pupils performance**

Poropt (2011) observes that lack of school materials impact on performance in both primary and secondary schools. Furthermore, in 1997 he found that the school based factors that affect the performance in pupils is lack of teaching and learning materials. The primary Material Infrastructure Programme (PMIP) has documented that poor primary education. According to Ibrahim, &Orodho (2014) lack of facilities is a major contributing factor to poor performance. He observes that a human element must be in agreement with performance. In this context, it is clear that shortage of teaching books and other facilities result in poor continuous performance. With the inception of the Free Primary Education (FPE), the government came up with target supply of instructional resources for both lower and upper primary levels. Text books are salient in the ultimate performance of the learners.

World Bank Report (1995), on tools and technology as performance input, identifies instructional materials as the entire range of teaching tools from chalk to computer. According to report, the availability of teaching tools at all levels in poor and middle level income countries is limited, particularly at primary level of education and these impacts negatively on academic performance.

### **Cultural factors on pupils performance**

Organizational theorists have long reported that paying attention to culture is the most important action that a people can perform. Educational theorists have likewise reported that the teachers' impact on learning is mediated through the climate and culture of the school and is not a direct effect (Kisirikoi, et al, 2008). Watson (2001) warned us that if the culture is not hospitable to learning then pupils' achievement can suffer. A closer look at the relationship of specific aspects of school culture to pupils' learning is needed, however. Categories of schools are then compared on the 10 dimensions of school Climate as measured by the organizational health inventory (Raychaudhuri, et al, 2010).

Other cultural factors that impact negatively on education are practices such as circumcision rites of which when boys undergo they feel they are grown-ups and they cannot be controlled and contained by both parents and teachers leading to poor performance due to rebellion against authority. Some even end up dropping from school and engage themselves in illicit activities such as drug taking and consumption of local alcohol. Early marriages for both boys and girls too affect pupils' education performance from pursuing further education. As witnessed today most of the pupils who entered into early marriages are experiencing marriage breakages and some going back to school (Ibrahim and Orodho 2014).

Child labour, however, is perhaps the most virulent force preventing pupil's from pursuing education. While child labour is an obstacle to both boys and girls, girls are affected at much higher rates, particularly because much of the child labor that girls do may not be Bank Economic and Sector researchers found that pupils' start work at an earlier age, work longer hours and oftentimes work as many hours as adults (Ng'ethe, 2004). A full-time work schedule paired with primary education for a ten-year old pupil cannot be sustainable, nor can it be adequate preparation for successful passage of examinations and transition to secondary school.

According to Johnson (2000) Conflicts between home and school may occur over how pupils have been taught to view the world, the qualities of interpersonal relationships, standards of behavior, and the goals and objectives of education. Home, community, and school/center environments may value some of the same competencies, but differences in expression may obscure their common root. Both the pupils who tolerate high levels of aggressive behavior and those who do not acquired their characteristics through the normal developmental process of identification with the values and behavior of family and friends.

### **Social factors on pupil's performance**

Pupils' academic performance is influenced by social factors. These factors include romantic relationships, student cults, membership in clubs and organizations, and sports. Some studies disagree over how best to measure social factors, most studies indicate that children from low social factors families do not perform as well as they potentially could at school compared to children from high social factors families (Ibrahim, and Orodho, 2014). Most studies, however, compare Students from across all social factors backgrounds to reach the conclusion that low social factors adversely affects a range of educational outcomes. Another important dimension, however, is the factors that may influence educational outcomes within particular social factors Bands.

Parents or family socio-economic status is determined by an individual.

Achievements in: education; employment and occupational status; and income and Wealth. Several comprehensive reviews of the relationship between social factors and Educational outcomes exist (Birdsall, et al, 2005). These studies and reviews make it clear those children from low families are more likely to exhibit the following patterns in terms of educational Outcomes compared to children from high social factors: it is argued that families where the parents are advantaged socially, educationally and economically, foster a higher level of achievement in their children.

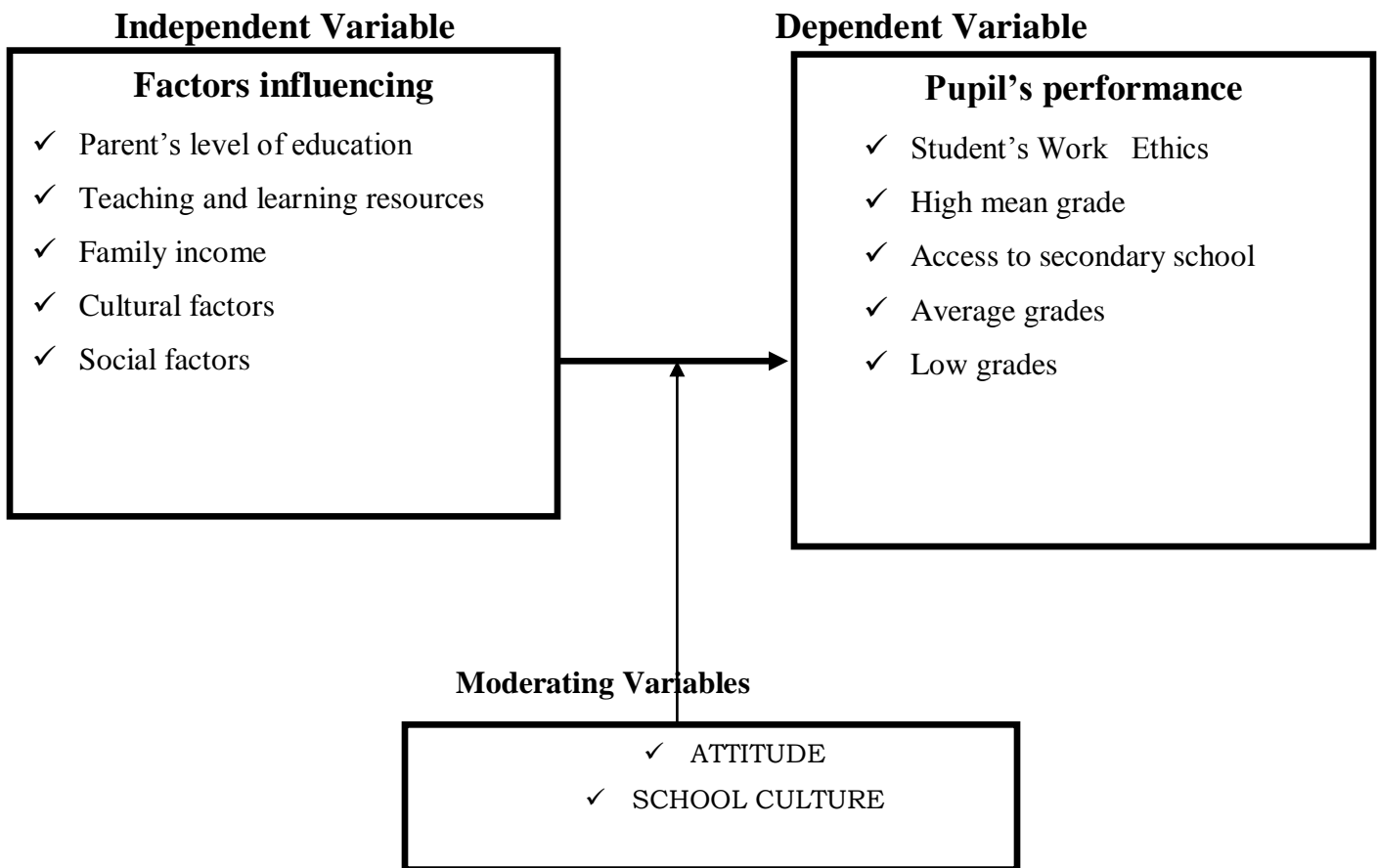
They also may provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school (Johnson, 2008). Socio-economic status may therefore also be linked to family structure. As sole parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force, children from these families are likely to

have lower educational performance (Ashioya, 2009). Geographical location affects pupils' performance as pupils' from rural areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from urban area.

**Conceptual Framework**

The conceptual framework showing the factors influence of pupils' performance under UPE programme.

**Figure 2.1: Conceptual Model**



**SOURCE: Adopted from the study literature and modified by the researcher (2018)**

This model is comprised of three variables i.e. independent, dependent variables and moderating variable. The independent variable in this relationship are the inputs or the factors that may influence performance which are; Parent's level of education, Teaching and learning resources, Family income, Cultural factors and Social factors. The dependent variable is performance which contains the inputs; Student's Work Ethics, High mean grade, Access to

secondary school, Average grades and Low grades and the moderating variables are attitude and school culture.

This chapter demarcated the boundary of the study by expanding on factors influencing the performance of pupils under UPE programme, theories and models, the conceptual framework/model basing on other researchers. This area mainly focused on identifying the research gaps that were existent in other past studies that were reviewed. The focal point of the literature review was based on factors influencing the performance of pupils as shown in the objectives.

The next chapter presents the methodology of the study. Methodology refers to the detailed procedure used to realize the objectives of the study. The chapter reflects the whole process of how the research was conducted. It provides details of the research design, sampling, target population, methods of sampling, validity of data and data collection.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

The chapter discusses the methodology to be used in conducting the study. It reflects the study research design, population of the study, sampling, data collection methods and instruments, data analysis, ethical issues and limitation of the study.

#### **Research design**

The study used a cross-sectional survey design based on an appropriate research approach, research strategy, duration and research classification as explained below;

#### **Research Approach**

This study embraced a phenomenological research approach which was employed because it provides in-depth understanding of individual phenomena; rich data from the experiences of individuals. It therefore helps the researcher investigate and describe factors influencing the performance of pupils under UPE programme.

#### **Research strategy**

Research strategy is a general plan of how the research is done. This research was a case study research design which focused on the research topic, research objectives, and research questions. It is therefore useful where there is a need to gain a rich understanding of the context of the research and the process being enacted. It further involves interviews, questionnaires and documentary reviews (Creswell, 2009).

#### **Research duration**

The duration of the study was longitudinal in order to sort out the existence and magnitude of causal effects of the independent upon the dependent and a representation of events over a given period of time, this helps to gather data required from the respondents.

#### **Research classification**

The study used both quantitative and qualitative research approaches focusing on Okunguro Primary School-Bukedea District, teachers and pupils. This design was used because it brings

out clearly the detailed information on factors influencing the performance of pupils under UPE programme.

### **Limitations of the study**

**Lack of access:** the study depended on having access to publisher and the leadership of their publishing associations, the researcher anticipates finding access to all the aforementioned limited and or denied. However, to access persons who seem to be inaccessible, the researcher seeks for their telephone contacts and reached them via phone calls.

**Longitudinal effects:** The researcher also realizes that her planed time to investigate the research problem and to measure change or stability within the sample was constrained by the due date of the assignment. The researcher knows that the topic required time to complete the literature review, apply the methodology, and gather and interpret the results. To overcome this problem however, the researcher used all days useful in conducting the research.

**Lack of adequate resources:** Some of the key respondents that had to provide the researcher with useful information claimed to be too busy and demanded the researcher to access them on phones, travel to various destinations to meet and interview them etc. This seemed too expensive for the researcher as researcher had to spend a lot of money.

**Confidentiality:** Also, some respondents most especially the managerial members of the publishing firms deliberately rejected and resisted to participate in this study claiming that they may be accused of releasing confidential information to the public.

**Finance:** The financial resource to facilitate the study was limited, however, the researcher had to mobilize extra resources from friends and relatives and thus adjust the budget accordingly.

## **DATA COLLECTION**

### **Study Areas**

The study was conducted in Okunguro Primary School in Bukedea district eastern Uganda. The School is found in Bukedea District which is bordered by Kumi District to the west and north, Bulambuli District to the east, Sironko District and Mbale District to the south-east, and Pallisa District to the south.

## Study Population

Study population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Kothari, 2004). The target population for this study consisted of selected teachers, pupils, employees, bursars and a few selected parents. Therefore the total population for the study was 110.

## Sample Size

The targeted population of the study arising from Okunguro Primary School was studied, the sample size of 86 of the respondents was drawn from teachers, pupils, parents. The distribution of the respondents is as shown in the table 3.1 below:

**Table 3.1: Distribution of the study population and sampling techniques**

Category	Population	Sample Size	Sampling technique
Administration staff	10	09	Purposive sampling
Pupils	30	20	Random Sampling
Parents	50	39	Census sampling
Teachers	10	10	Census
Casual laborers	10	08	Random Sampling
<b>Total</b>	<b>110</b>	<b>86</b>	

**Source: Primary data, 2017**

## Sample Size Determination

The sample size of respondents is 86 as calculated using Neumann (2000) formula as follows.

$$n = \frac{N}{1 + N(e^2)}$$

Where: **n** = sample size, **N** = target population

**e** = level of significance =  $e = 0.05 = e^2 = (0.05)^2 = 0.0025$

$$n = \frac{110}{1 + 110(0.05)^2}$$

$$n = \frac{110}{1 + 110(0.0025)}$$

$$n = \frac{110}{1 + 0.275}$$

$$n = \frac{110}{1.275}$$

$$n = 86$$



## **Sampling techniques**

Purposive, random and census sampling techniques were used to select the sample.

### **Purposive Sampling**

The purposive sampling technique was characterized by the use of judgment and a deliberate effort to obtain representative samples by including typical areas or groups in the sample. In this method, the researcher handpicked subjects on the basis of business carried on. It is the most appropriate method to select a sample from the various sectors in this area. It enables the researcher to select a sample with vital data on the topic under study that can assist in analyzing the problem further (Creswell, 2009).

### **Random sampling**

Random sampling as suggested by Creswell (2009) often means chance or a haphazard method of assignment and it is applied to eliminate bias, both conscious and unconscious, that the researcher could introduce in sample selection. This method also offers every member of the population an equal chance of being selected for the assignment and it is required for inferential statistics since the researcher desires to make inferences about populations based on the behavior of samples.

### **Census Sampling**

A census is a study of every unit, everyone or everything in a population. It is known as a complete enumeration, which means a complete count, Joshua (2008). When a population has been identified a decision needs to be made by taking a census sample is a more suitable option. This method was used because it provides a true measure of the population (no sampling error). It also provides a benchmark data that may be obtained for future studies, and further provides detailed information about small sub-groups within the population that would have been neglected.

## **Data Collection Procedures**

This being an academic research, the researcher looked for a supportive letter explaining the objectives of the research signed by the Dean of School of Business Administration (SBA) before distributing the self administered questionnaires, interview guides and focus group

discussions to the respondents. Respondents were asked to present their data confidentially and anonymously.

### **Data Collection Methods**

In this study, two types of data were used; the primary data and the secondary data. The primary data was obtained from primary sources by use of interviews and questionnaires. Secondary data was obtained from secondary sources that involved reviewing of various internal and external documents in order to obtain the information and other sources that are necessary for the production of the final report. The researcher used questionnaires, interview and documents review methods to collect data.

### **Questionnaire Method**

Questionnaires were designed in view of the research questions to solicit relevant information from the respondents. This method helped to delimit the perceptions and sentiments of the respondents that could have consequences to the subject under study. Close-ended questionnaires were used in order to supplement each other. The close-ended questionnaires were used to get information that is definite on factors influencing the performance of pupils under UPE programme.

### **Interview Method**

Interview means face to face interaction between the interviewee and the interviewer. The interviews were held with those respondents identified purposely crucial to the provision of explanations to the topic under study. The interview method helped the researcher to collect additional views from respondents on factors influencing the performance of pupils under UPE programme. The questions were answered on spot and the respondents were interviewed from their offices to save time. The interviews helped to supplement the answers given in the questionnaires. Interviews enabled the researcher to get more elaborate responses as opposed to the questionnaires. Interviews of half an hour to one hour were conducted from the school.

### **Focus Group Discussion Method**

Discussions with three focus groups were done comprising respondents who were drawn from the purposively selected samples. The first group comprised of the administration staff, the second group consisted of middle staff, parents and pupils. The third group comprised mainly casual laborers. Each focus group of 5 respondents was visited by the researcher to get first hand information.

### **Documents Review**

Already existing literature on factors influencing the performance of pupils under UPE programme was reviewed to back-up primary data. This literature included written text books that were got from Nkumba University library and reports from Okunguro Primary School. The secondary data was gathered from published books, research reports, journals and internet. These provided information needed in the study and writing of the final report.

### **Data Collection Instruments**

These are the fact finding strategies. They are the tools for data collection. They included Questionnaire, Interview and focus group discussion guides. Essentially the researcher must ensure that the instrument chosen is valid and reliable. The validity and reliability of any research depends to a large extent on the appropriateness of the instruments

### **Self Administered Questionnaires**

A Self- Administered Questionnaire with close-ended questions using Likert scale of measurement was used to collect data from respondents. The Likert scale range from SD for strongly disagree, D for disagree, NS for not sure, 'A' for agree and SA for strongly agree. This instrument was used because it was easy to administer, and it allowed literate respondents to give their views without fear. The researcher physically delivered the questionnaires to the selected respondents.

### **Interview Guide**

An interview guide was used during the interview of key informants like the leadership of Okunguro Primary School. The questions in the interview were both open-ended and closed. The open-ended questions give chance to more discussions, while the closed questions were asked for particular responses.

## **Validity and Reliability of Instruments**

The validity and reliability of the research instruments are important considerations when conducting research. Hopkins (2000) defines validity as how well a variable measures what it is supposed to measure; while reliability tells one how reproducible measures are in a retest. (Edwards and Talbot, 2004) suggest that the validity of information is based on the extent to which the methods measure what they are expected to.

### **Validity**

The validity of the instruments was determined by ensuring that questions conformed to the designed research topic. The researcher used judgment by consulting with the supervisor and colleagues to ensure relevance, wording and clarity of questions in the instrument and their relevant comments on all items found unsuitable were removed.

### **Reliability**

Reliability refers to the degree to which a measurement technique can be depended upon to secure consistent results upon repeated application. The easiest way to determine the reliability of measurements is by the retest method in which the same test is given to the same people after a period of time. The reliability of the test (instrument) was estimated by examining the consistency of the responses between the two tests. The study employed the coefficient alpha, also known as the cronbach Alpha.

### **Data Processing**

Data processing was done through different stages. The data collected from different questionnaires and interviews was organized so that order was created. Editing and cross checking was done so that errors could be detected and corrections made. This helped to find out completeness in the questionnaires. After editing the data, coding followed. This involved assigning of symbols to answers so that data could be categorized for example by age, level of education and job title. Quantitative data was summarized and presented in frequency tables to generate descriptive statistics. These aim at enabling quick reading and understanding of the data.

### **Data Analysis**

Data was analyzed using various statistical techniques. Regression analysis and Pearson's coefficient of correlation was carried out using the statistical package for social scientists (SPSS).

### **Ethical Considerations**

Effort was made to confine the conduct of the study to the realms of academic research ethics. In general, ethics pertaining to identification, disclosure, understanding, informed consent, voluntary participation, confidentiality, right to privacy and anonymity (secrecy) will be taken care of by the study. The rights of individuals and institutions were respected. The researcher sought consent of all the respondents and they were assured of confidentiality. Furthermore, confidentiality of data to be provided by individuals or identifiable participants was maintained. Interaction with respondents was done politely and consciously.

This chapter provided the methods and techniques that were employed in conducting the study. The next chapter centers on presentation, analysis and interpretation of study findings.

**CHAPTER FOUR**  
**BIOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

**Introduction**

This chapter contains the presentation, analysis and interpretation of the respondents’ biographic characteristics in relation to the topic of study which is the factors influencing the performance of pupils under UPE programme in rural areas in Uganda basing on a case study of Okunguro Primary School. The respondents’ biographic characteristics are vital to know the composition and relationship between the respondents and the problems being studied. The study findings on respondents’ personal; variables are presented in the section below;

**Age Bracket**

The study set out to examine the age bracket of the respondents, and the findings revealed that 38.4% were aged 20 to 29 years, 22.1% were aged 30 to 39 years, 16.3% were aged 40 to 49 years, 15.1% were aged 50 to 59 years and 8.1% were aged 60 years and above. As shown in table 4.1;

**Table 4.1: Age bracket**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20 - 29	33	38.4	38.4	38.4
30 - 39	19	22.1	22.1	60.5
40 - 49	14	16.3	16.3	76.7
50 - 59	13	15.1	15.1	91.9
60+	7	8.1	8.1	100.0
Total	86	100.0	100.0	

**Source: Field Data, 2018**

The study findings in table 4.1 above revealed that the respondents were in different age brackets where by 38.4% of the respondents were aged 20 to 29 years, 22.1% were aged 30to 39 years, 16.3% were aged 40 to 49 years, 15.1% were aged 50 to 59 years and 8.1% were aged 60years and above. Despite the fact that most respondents were aged 20 to 49 years at 76.8%, all the respondents were different age groups.

## Gender

When contacted on the gender of respondents, 70.9% of the respondents were males and 29.1% were females. There were more males respondents are depicted in table 4.2;

**Table 4.2: Gender of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	61	70.9	70.9	70.9
	Female	25	29.1	29.1	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

Regarding the gender of respondents, it was revealed that 70.9% of the respondents were females and 29.1% were females. The majority of the respondents who were willing to take part in the study were males, and also the school had more boys at the upper primary level, there were more male teachers and all the administrators were males, thus with majority of the respondents being males, all the respondents were able to avail vital for the study and thus their conditions for the study is crucial for the study.

## Current Marital Status

The study set out to establish the current marital status of the respondents, and it was revealed that 54.7% were married, 25.6% were single, 15.1% were divorced and 4.7% were widowed. From the presentation, majority were married proceeded by the single ones as shown in table 4.3;

**Table 4.3: Current Marital Status of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	47	54.7	54.7	54.7
	Single	22	25.6	25.6	80.2
	Divorced	13	15.1	15.1	95.3
	Widowed	4	4.7	4.7	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The findings of the study in table 4.3 showed that most respondents (54.7%) were married, while the least (4.7%) were widowed. This means that the bigger percentage of those available for the

study had partners who were not worried at all seeing them engaged in the study and they proudly stated that they were married, while those who were single also found it easy to let the researcher know, as well as those who were widowed and divorced. But all respondents' availed data which was vital for this study. the study finding are thus valid and useful for analysis in this study.

### **Highest education level attained**

The researcher set out to examine the highest level of education which the respondents had attained and the findings revealed that 53.5% had certificate education, 43.0% had undergraduate education and 3.5% had master's education. The majority of the respondents thus had certificate education as shown in table 4.4;

**Table 4.4: Respondents highest education level attained**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Certificate	46	53.5	53.5	53.5
Undergraduate	37	43.0	43.0	96.5
Masters	3	3.5	3.5	100.0
Total	86	100.0	100.0	

**Source: Field Data, 2018**

Regarding the highest level of education attained, the results of the study showed that 53.5% of the respondents had certificate education because many primary school teachers are allowed to teach as long as they have attained Grade 111 teacher certificate as well as the higher one of Grade V, for 43.0% had undergraduate education including Diploma and Bachelors, and 3.5% had masters education so all respondents were literate enough to avail data required for fulfillment of the study.

### **Period you have worked in Okunguro Primary School**

The research study examined the period of service that the respondents had accumulated in the school and the findings showed that 40.7% had worked for 2 to 5 years in the school, 48.8% had worked for 6 to 9 years and 10.5% had worked for 10 years and above. Hence the respondents had served for varying periods of time as shown in table 4.5;



**Table 4.5: Respondents' period of work/service in Okunguro Primary School**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 - 5 Years	35	40.7	40.7	40.7
6 - 9 Years	42	48.8	48.8	89.5
10 and above years	9	10.5	10.5	100.0
Total	86	100.0	100.0	

**Source: Field Data, 2018**

The respondents had served in the school for varying periods of time where by 40.7% of the respondents had worked in the school for 2 to 5 years, 48.8% had worked for 6 to 9 years and 10.5% had served for 10 years and above. With 89.5% of the respondents having for 2 to 9 years, it implies that the respondents had worked in the school for a short and medium period of time, but all availed valuable data for this study.

In summary, demographics are characteristics of respondents in a sample or study population. Characteristics such as age bracket, gender, education, worked period and marital status, are all typical examples of demographics that have been used in this study. The respondents gave valuable data in this area and did not feel that they compromised their confidentiality.

## CHAPTER FIVE

### THE GOVERNMENT PROVIDES THE NECESSARY RESOURCES TO ENABLE EVERY CHILD TO ENTER AND REMAIN IN SCHOOL

#### Introduction

The legislative and policy context relevant to the education of pupils / learners in Uganda is extremely comprehensive. It clearly articulates and promotes the government of Uganda's commitment to the rights of children without and with disability to receive a quality, free and inclusive Universal Primary Education in a manner conducive to a child achieving the fullest possible social inclusion and individual development. Adequate funding is essential for the realization of these rights and commitments. Respondents in Okunguro Primary school which under the Universal primary education Programme believe that the present funding available for learners is relatively responsible for the increased enrollment in the school but also it is quite inadequate. The study findings on whether government provides the necessary resources to enable every child to enter and remain in school are presented, analyzed and interpreted in this chapter;

#### The government organizes in-service training for teachers in this school

The study set out to examine whether the government organizes in-service training for teachers in this school, and the results showed that 32.6% strongly disagreed, 31.4% disagreed, 22.1% agreed and 14.0% strongly agreed as presented in table 5.1;

**Table 5.1: Responses on whether the government organizes in-service training for teachers in this school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	32.6	32.6	32.6
	Disagree	27	31.4	31.4	64.0
	Agree	19	22.1	22.1	86.0
	Strongly Agree	12	14.0	14.0	100.0
	Total	86	100.0	100.0	

Source: Field Data, 2018

The research study regarding whether government organizes in-service training for teachers in this school, it was revealed that 32.6% of the respondents strongly disagreed, 32.4% disagreed, 22.1% agreed and 14.0% strongly agreed. With 64.0% of the respondents in disagreement, it means that they does not focus on the school as an entity where they avail in-service training for teachers to enhance their qualifications, knowledge and skills, but as 36.0% agreed, the school and her teachers fund their own upgrades in education by going for distance students in universities that offer education training for example to Nkumba University in January and July, Makerere University, Uganda Martyrs University, Islamic University in Uganda (Mbale) and others. The teachers foot their own education needs/ bills/ dues but not government to do so for them. Overall they upgrade their education qualifications and skills.

### **The government provides teaching and learning materials for the school**

The research study on whether the government provides teaching and learning materials for the school found out that 44.2% of the respondents strongly disagreed, 38.4% disagreed, 4.7% were not sure (neutral), 7.0% agreed and 5.8% strongly disagreed as presented in table 5.2;

**Table 5.2: Responses on whether the government provides teaching and learning materials for the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	44.2	44.2	44.2
	Disagree	33	38.4	38.4	82.6
	Neutral	4	4.7	4.7	87.2
	Agree	6	7.0	7.0	94.2
	Strongly Agree	5	5.8	5.8	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The study findings on whether the government provides teaching and learning materials for the school revealed that 82.6% of the respondents disagreed because the Ministry of Education and sports only avails some reading materials and charts which are also very inadequate yet the demand by the school is high consequently, the school administration and the teachers buy for their learners of they make local materials which they can use for instruction to the workers. However, 12.8% agreed that materials such as books on literacy reading and at least two charts

are availed per school, but the materials are inadequate which means that the school administration either has to improvise or the teachers obtain for themselves in order to effectively instruct the learners or the teachers become the source of reference materials to the learners. The school therefore has to rely on the locally generated resources to secure teaching and learning materials others than relying on government to provide.

### **Monitoring and evaluation of teaching and learning is done in the school**

The research study set out to examine if monitoring and evaluation of teaching and learning is done in the school, and the results obtained revealed that 16.3% of the respondents strongly disagreed, 11.6% disagreed, 5.8% were not sure, 31.4% agreed and 34.9% strongly agreed as presented in table 5.3;

**Table 5.3: Responses on whether monitoring and evaluation of teaching and learning is done in the school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	16.3	16.3	16.3
Disagree	10	11.6	11.6	27.9
Neutral	5	5.8	5.8	33.7
Agree	27	31.4	31.4	65.1
Strongly Agree	30	34.9	34.9	100.0
Total	86	100.0	100.0	

**Source: Field Data, 2018**

As a tenant of ensuring quality education, there is regular monitoring and evaluation of teaching in the school at all levels. according to the findings 66.3% of the respondents agreed that right from class teachers, the Director of studies, the Deputy, Head teachers, all monitor and carryout evaluation of teachers methodologies of work, the children and all support staff with the aim of ensuring that a positive work environment and ethics for better learning and achieve of student in class to monitor how teachers teach and instruct learners. The evaluation is done according to test scores and grades attained. On the other hand, 27.9% noted that the monitoring and evaluation for standards is done in the school and thus since 1997 when universal primary education was started, the enrolment has improved, the monitoring and evaluation by the

education officials is regularly done with the aim of ensuring quality education is achieved by the school.

### **There are enough teachers for each subject offered at my school**

The study findings on whether there are enough teachers for each subject offered at the school revealed that 36.0% of the respondents strongly disagreed, 39.5% disagreed, 11.6% agreed and 12.8% strongly agreed as presented in table 5.4;

**Table 5.4: Responses on whether there are enough teachers for each subject offered at my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	36.0	36.0	36.0
	Disagree	34	39.5	39.5	75.6
	Agree	10	11.6	11.6	87.2
	Strongly Agree	11	12.8	12.8	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The school at this aims at better teaching so that the grades attained are good. The findings on whether there are enough teachers for each subject offered by the school revealed that 75.5% of the respondents noted that the number of teachers is less than that required in the school and per subject. the number of learners exceeds 890 in total for all the classes but the school has less than 20 teachers, that is they are only 14 and this puts the teacher-learner ratio at 1:64 yet it was put at 1:40 by government. For 24.4% of the respondents agreed that being in Uganda, the number of teachers available for the 897 learners is adequate at least to instruct and enable them get fair grades. But it school is to have better grades, this number is too low. This there are very few staff or no enough teachers to adequately instruct the learners in this school.

### **Apart from government, are there some organizations that assist the school with funding**

From the field findings on whether apart from government, there are some organizations that assist the school with funding, the results showed that 17.4% strongly disagreed, 8.1% disagreed, 5.8% were not sure, 47.7% agreed and 20.9% strongly agreed as presented in table 5.5;

**Table 5.5: Responses on whether besides government, there are some organizations that assist the school with funding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	17.4	17.4	17.4
Disagree	7	8.1	8.1	25.6
Neutral	5	5.8	5.8	31.4
Agree	41	47.7	47.7	79.1
Strongly Agree	18	20.9	20.9	100.0
Total	86	100.0	100.0	

**Source: Field Data, 2018**

Funding education institutions like schools is largely the reserve of the founding institution or motor institution which in this case is the government of Uganda (through the Ministry of Education and Sports), but can seek partnership/ turning with any other possible sources of support. findings revealed that 25.5% of the respondents noted that they had never noticed any organization funding the school activities, but the majority, that is 68.6% agreed that the school has recently or in the past 10 years received some scholastic items from fountain publishers, rotary has supported them with painting the school, the organizations helping the girl child education have been handy in helping the school by giving girls pads, availing reaching/ instructional materials and other forms of support which boosts education in the school.

### **There are administrative practices and procedures that hinder teacher-performance**

Every administration has its style of managing resources with hope of attaining stated goals in an amiable way. The study findings on whether there are administrative practices and procedures that hinder teacher-performance revealed that 10.5% strongly disagreed, 10.5% disagreed, 8.1% were not sure, 33.7% agreed and 37.2% strongly agreed as presented in table 5.6;

**Table 5.6: Responses on whether there are administrative practices and procedures that hinder teacher-performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	10.5	10.5	10.5
	Disagree	9	10.5	10.5	20.9
	Neutral	7	8.1	8.1	29.1
	Agree	29	33.7	33.7	62.8
	Strongly Agree	32	37.2	37.2	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The workplace is rather dynamic than being static in the school, teachers try to perform their work ethically and hard to ensure that the learners attain better grades internally and externally. From table, 21.0% of the respondents noted that the administration in the school offers friendly and open environment by offering a listening ear to teachers in order to afford them a good teaching environment. on the other hand, 70.9% of the respondents agreed that the teachers are paid low salary, they live in almost dilapidated and adequate housing facilities, there is no additional allowances for them and generally they live in dire poverty which has led to low teacher morale, low grades by learners and the school being unable to compete with those on private basis in the urban areas of the district and the country. In addition to that, with no adequate instructional materials provided, with no allowances for extra work, no initiative by the administration to boost internal revenue generation, it is pretty hard for the school to attain the highest standards of performance needed for better performance, because the engine who are the teachers are not happy.

## District Education Officials and schools prepare, deploy, monitor and support teachers and their effectiveness

The research study was able to obtain findings on whether the District Education Officials and schools prepare, deploy, monitor and support teachers and their effectiveness, and the results revealed that 29.1% were strongly disagreed, 48.8% disagreed, 12.8% were not sure and 9.3% agreed as presented in table 5.7;

**Table 5.7: responses on whether District Education Officials and schools prepare, deploy, monitor and support teachers and their effectiveness**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	29.1	29.1	29.1
	Disagree	42	48.8	48.8	77.9
	Neutral	11	12.8	12.8	90.7
	Agree	8	9.3	9.3	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The role of superiors is to ensure that subordination at different levels enables streamlined performance to take place. according to the findings, 77.9% of the respondents noted that District Education officials from Kumi District and school administration do not adequately prepare to inspect and evaluate the school's methodology of work because they from the district education office take long to physically visit the school and as such they do not do adequate supervision so they do not support teachers for effective teaching. whereas only 9.3% agreed that the District Education Officers and the school administrators do ensure that teachers prepare schemes of work, lesson plans, files that inspectors can peruse to evaluate preparedness and class visits to monitor effective teaching, however, they are not adequately done or they are done late and in a less professional way, hence the overall assessment is that District Education Officials, and school administration hardly prepare or deploy, monitor as support teachers for effective instructions, no it is not the case because some teachers in the school have never even seen them or noted that their administrators are frequently absent from school.



## **The Ministry of Education and Sports take an active role in the professional development of teachers**

The research study set out to examine whether the Ministry of Education and Sports take an active role in the professional development of teachers, and the results obtained revealed that 30.2% of the respondents strongly disagreed, 14.0% disagreed, 9.3% were not sure, 19.8% agreed and 26.7% strongly agreed as showed in table 5.8;

**Table 5.8: Responses on whether the Ministry of Education and Sports take an active role in the professional development of teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	30.2	30.2	30.2
	Disagree	12	14.0	14.0	44.2
	Neutral	8	9.3	9.3	53.5
	Agree	17	19.8	19.8	73.3
	Strongly Agree	23	26.7	26.7	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

Teacher development is the responsibility of three people, that is the teacher him/herself, the school where they are deployed and the senior education officials. the study findings revealed that 44.2% of the respondents disagreed because after deploying the teachers, the ministry of education and sports officials hardly follow-up for further teacher training. The teachers noted that they had never been taken for refresher courses in over 06 years, they are never facilitated by the district to undertake further training and because they are paid less, they cannot fund their own further education. On the contrary though, 46.5% of the respondents agreed that the ministry sends mammals, templates for appraisal and at the District, they maintain a secret file about individual staff, and they rely on valid information to invite teachers for retreats, trainings and refresher appeals usually at the district level, an also sometimes the sub county education officer talks to the teachers to remind there of their professional ethics and service beyond self.

**UNEB formulate well designed assessment system which measures the extent to which pupils are meeting the desired education standards**

The findings of the study on whether UNEB formulate well designed assessment system which measures the extent to which pupils are meeting the desired education standards, and the results obtained revealed that 23.3% of the respondents strongly disagreed, 14.0% disagreed, 15.1% were not sure, 29.1% agreed and 18.6% strongly agreed as showed in table 5.9;

**Table 5.9: Responses on whether UNEB formulate well designed assessment system which measures the extent to which pupils are meeting the desired education standards**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	23.3	23.3	23.3
	Disagree	12	14.0	14.0	37.2
	Neutral	13	15.1	15.1	52.3
	Agree	25	29.1	29.1	81.4
	Strongly Agree	16	18.6	18.6	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

Uganda National Examinations Board sets national examination regardless of the individual school's syllabi coverage from the table above, it is showed that 37.3% of the respondents noted that UNEB does not focus on the syllabi coverage by the school but avails assessments which meet the academic requirements across the spectrum of education in the country, however, 47.7% of the respondents agreed that the school covers the desired syllabi in all subjects examined by UNEB which enables the pupils to do primary leaving examinations, like those at higher levels competently. The pupils are always prepared and as such they are able to meet the required standards by sitting and passing the examinations well.

## Testing Hypothesis

The current testing of the hypothesis is based on establishing the relationship between availing the necessary resources and how it influences the performance of the pupils. The following are the correlations showing the relationship between necessary resources and pupils performance of Okunguro Primary school, the results are exhibited in the consequent testing of the hypothesis in line with whether the government provides the necessary resources to enable every child to enter and remain in school;

**Table 5.10: Correlations**

		Necessary Resources	Pupils Performance
<b>Necessary Resources</b>	Pearson Correlation	1	.788**
	Sig. (2-tailed)		.000
	N	86	86
<b>Pupils Performance</b>	Pearson Correlation	.788**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

### Source: Field Data, 2018

According to the Pearson Correlations (Sig.2-tailed) with (number) at 86, and the respondents level of agreement at .788 or 78.8%, it indicates that the government of Uganda through the ministry of Education and sports, the District and Sub county Education officials avail some general scholastic items like books, charts, manuals, training for teachers though very inadequate, and communicate to them all the necessary information which keeps the two sides on the same page in the school.

**Table 5.11: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.788 <sup>a</sup>	.775	.665	.71928

a. Predictors: (Constant), Necessary Resources

### Source: Field Data, 2018

With the model summary, R at .788 (78.8%), R Square at .775 (77.5%) Adjusted R.Square at .665 or 66.5%, it all indicates that despite the fact that government has meagre resources for the

school, they avail some scholastic materials, carryout inspection and try to replenish the skills of the teachers.

**Table 5.12: Analysis of Variance (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1714.075	1	1714.075	3313.115	.000 <sup>b</sup>
	Residual	43.458	84	.517		
	Total	1757.533	85			

a. Dependent Variable: Pupils Performance

b. Predictors: (Constant), Necessary Resources

**Source: Field Data, 2018**

From the analysis of variance (ANOVA), the Regression at df1 and Residual at 84, mean square of regression at 1714.075 and residual at .517 Sig .000, it shows that there are though inadequate, some necessary instructional materials, physical infrastructures and scholastic materials in the school which when well utilized can boost learner's performance.

**Table 5.13: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.779	.193		4.028	.000
	Necessary Resources	.446	.008	.788	57.560	.000

a. Dependent Variable: Pupils Performance

**Source: Field Data, 2018**

From the coefficients that is unstandardized coefficients at .779 (B) and .446(B) and the standardized coefficients at .788 (beta), it indicates that despite the fact that resources are inadequate from government, the few which are provided can boost education and the general performance of the school for the attainment of the competitive edge required for quality education.

## CHAPTER SIX

### GOVERNMENT HAS MADE BASIC EDUCATION ACCESSIBLE TO THE LEARNERS AND RELEVANT TO THEIR NEEDS

#### Introduction

The initiation of the UPE programme by government in 1997 has over the last two decades contributed to the high enrolment of pupils in Okunguro primary school, though their performance has not become so good. The research study on how government has made basic education accessible to the learners and relevant to their needs are presented, analyzed and interpreted in this section;

#### Lack of government support leads to poor performance of children

The research study on whether the lack of government support leads to poor performance of children obtained the following results; 10.5% of the respondents strongly disagreed, 8.1% disagreed, 5.8% were not sure, 58.1% agreed and 17.4% strongly agreed as presented in table 6.1;

**Table 6.1: Responses on whether lack of government support leads to poor performance of children**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	10.5	10.5	10.5
Disagree	7	8.1	8.1	18.6
Neutral	5	5.8	5.8	24.4
Agree	50	58.1	58.1	82.6
Strongly Agree	15	17.4	17.4	100.0
Total	86	100.0	100.0	

**Source: Field Data, 2018**

According to the study findings, it is revealed that the inadequate support and often the lack of support from government have led to weak performance of the learners. Results indicate that 18.6% of the respondents revealed that the school is used to the lack of requisite support from government and only improvise to have fair standards, while 75.5% agreed that the fact that school cannot compete with the large well established private and religions founded schools

emanates from the fact that their resource envelope is big and plan better whereas this school under government has a very paltry envelope and cannot develop at a faster reasonable rate. So the absence of standard government support has kept the school at mediocre levels of performance.

**There has been high pupil enrolment since the introduction of Universal Primary Education**

The research study on whether there has been high pupil enrolment since the introduction of Universal Primary Education revealed that 15.1% of the respondents strongly disagreed, 14.0% disagreed, 57.0% agreed and 14.0% strongly agreed as presented in table 6.2;

**Table 6.2: There has been high pupil enrolment since the introduction of Universal Primary Education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	15.1	15.1	15.1
	Disagree	12	14.0	14.0	29.1
	Agree	49	57.0	57.0	86.0
	Strongly Agree	12	14.0	14.0	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

Universal Primary Education came as antidote to the lack of ability by the parents to provide access to primary education for their children. According to respondents, 29.1% revealed that despite its goodness, that is providing access to free education, the education standards are not very appealing, but just basic education, while 71.0% agreed that since it was introduced in January 1997, just as four children per family, its later expansion to include all primary going children has increased enrollment over the time from 107 in 1996 to 897 currently, an increase 8 to 9 folds. This is an indicator of how good UPE is to the poor rural folk.

### **There has been an increase in infrastructure development**

The research study on whether there has been an increase in infrastructure development revealed that 15.1% of the respondents strongly disagreed, 64.0% disagreed, 12.8% agreed and 8.1% strongly agreed as presented in table 6.3;

**Table 6.3: There has been an increase in infrastructural development**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	15.1	15.1	15.1
Disagree	55	64.0	64.0	79.1
Agree	11	12.8	12.8	91.9
Strongly Agree	7	8.1	8.1	100.0
Total	86	100.0	100.0	

**Source: Field Data, 2018**

The research study on whether there is increased infrastructural development in the school revealed findings which were not positively satisfactory. Accordingly, 79.1% of the respondents revealed that there had only been development of four classroom blocks which are not adequate from the large number of learners, the buildings are not repaired to good state to accommodate all learners, the teachers' quarters are not repaired and are not enough and generally the physical image of the school is not very good. But 20.9% agreed that at least the construction of the four classroom block with an office and a toilet with 8 stances are appreciable infrastructural developments. Though, indeed there has been no considerable infrastructural development at the school.

### **There has been improvement in teacher education**

The research study on whether there has been improvement in teacher education revealed that 25.6% of the respondents strongly disagreed, 33.7% disagreed, 17.4% were not sure, 14.0% agreed and 9.3% strongly agreed as presented in table 6.4;

**Table 6.4: Responses on whether there has been improvement in teacher education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	25.6	25.6	25.6
	Disagree	29	33.7	33.7	59.3
	Neutral	15	17.4	17.4	76.7
	Agree	12	14.0	14.0	90.7
	Strongly Agree	8	9.3	9.3	100.0
	Total		86	100.0	100.0

**Source: Field Data, 2018**

The training teacher gets is their own desire to undertake education as a course, and the qualified ones are what government register and deploys in schools to work, so the findings in this study reveal that 59.3% of the respondents stated that because the teachers are not consistently or very often trained, there has not been any considerable improvement in teacher education since the teachers are only teaching and are not taught in the school. They only gain experience with teaching the learners and interacting more among themselves which brings feable enhancement of teacher skills, furthermore, 23.3% of the respondents noted that the on-job experience that teachers get is indeed training which enhances their skills and thus improve teacher education because they become more consistent and experienced. But overall the school only avails experience and no considerable improvement in teacher education.

### **A number of teachers have been trained under the Universal Primary Education program**

The research study on whether a number of teachers have been trained under the Universal Primary Education program revealed that 17.4% of the respondents strongly disagreed, 14.0% disagreed, 23.3% were not sure, 24.4% agreed and 20.9% strongly agreed as presented in table 6.5;



**Table 6.5: Responses on whether a number of teachers have been trained under the Universal Primary Education program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	17.4	17.4	17.4
	Disagree	12	14.0	14.0	31.4
	Neutral	20	23.3	23.3	54.7
	Agree	21	24.4	24.4	79.1
	Strongly Agree	18	20.9	20.9	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The findings on whether a number of teachers have been trained under the UPE programme revealed that 31.4% of the respondents did not agree because the teachers are recruited to teacher after their courses where they are trained to become teachers but the UPE programme has no specific training for teachers, 23.3% were not sure, and 45.3% agreed that on-job training of teachers including the novices is done which gives them the experience to do work better and become better teachers. But no formal institutional training takes place again except for those who choose to upgrade in primary teachers' colleges and universities.

### **The supply of scholastic materials including teaching/learning materials has improved**

The research study on whether the supply of scholastic materials including teaching/learning materials has improved revealed that 44.2% of the respondents strongly disagreed, 25.6% disagreed, 19.8% agreed and 10.5% strongly agreed as presented in table 6.6;

**Table 6.6: Responses on whether the supply of scholastic materials including teaching/learning materials has improved**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	44.2	44.2	44.2
	Disagree	22	25.6	25.6	69.8
	Agree	17	19.8	19.8	89.5
	Strongly Agree	9	10.5	10.5	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The findings from the field hinged on establishing whether the scholastic materials like learning aids are more available now under the Universal Primary Education programme, and it was revealed that 69.8% of the respondents did not agree because the materials like reference books, charts, chalk and others are very inadequate until when the school management committee and management plan on how to obtain extra supplies on the other hand 30.3% agreed that the ministry of education and sports avails scholastic materials for instructional purposes which as noted through are very inadequate and cannot help well until the school procures more supplies for themselves.

### **The quality of education has improved since the introduction of Universal Primary Education**

The research study on the quality of education has improved since the introduction of Universal Primary Education found out that 45.3% of the respondents strongly disagreed, 30.2% disagreed, 11.6% were not sure (neutral) and 12.8% agreed, and these details are in table 6.7;

**Table 6.7: Responses on whether the quality of education has improved since the introduction of Universal Primary Education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	45.3	45.3	45.3
	Disagree	26	30.2	30.2	75.6
	Neutral	10	11.6	11.6	87.2
	Agree	11	12.8	12.8	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

Universal Primary Education came as a programme to offer access to education for the vulnerable children, and as such since it took root many children have gained access to education, though as 75.5% of the respondents noted, the quality is low and undesirable in many respects because the teachers are not motivated, the children are crowded in classes which makes it hard for them to concentrate and learn well, there are few instructional materials and the system is greatly undermined for its only promotion aspects on the other hand though, 12.8% agreed that with Universal Primary Education at least even the rural poor who previously did not have the opportunity to study now have guarantee if going the entire primary course undisturbed

and there after prepare for Universal Secondary Education, but the quality of Education is low, the target of Universal Primary Education in the school is about quantity not quality yet, and this is why there are many children in the school getting literate but not of high quality.

### **The quality of teacher education has improved**

The research study set out to evaluate responses on whether the quality of teacher education has improved and the results obtained revealed that 50.0% of the respondents strongly disagreed, 20.9% disagreed, 16.3% were not sure, 5.8% agreed and 7.0% strongly agreed as presented in table 6.8;

**Table 6.8: Responses on whether the quality of teacher education has improved**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43	50.0	50.0	50.0
	Disagree	18	20.9	20.9	70.9
	Neutral	14	16.3	16.3	87.2
	Agree	5	5.8	5.8	93.0
	Strongly Agree	6	7.0	7.0	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The study findings on whether the quality of teacher education has improved revealed that 70.9% of the respondents disagreed because Universal Primary Education is not a teacher training programme, its meant for pupils, and because there is not much asked from teachers other than instructing learners, the quality of teacher education has not developed significantly, apart from the experience gained, while 12.8% agreed that the additional experience gained by the teachers has made them better teachers who can avail averagely good education for the learners. However, compared to private schools and the government aided schools with incentives; the quality of teacher education in the school has not evidently improved over the years.

### Teacher to pupil ratio had improved

The research study on whether teacher to pupil ratio has improved revealed that 26.7% strongly disagreed, 36.0% disagreed, 15.1% were not sure, 15.1% agreed and 7.0% strongly agreed which implies that since most respondents disagreed, the teacher to pupil ratio has not improved as presented in table 6.9;

**Table 6.9: Responses on whether teacher to pupil ratio has improved**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	26.7	26.7	26.7
	Disagree	31	36.0	36.0	62.8
	Neutral	13	15.1	15.1	77.9
	Agree	13	15.1	15.1	93.0
	Strongly Agree	6	7.0	7.0	100.0
	Total		86	100.0	100.0

**Source: Field Data, 2018**

There is increased enrollment under the UPE programme which the school enjoys. And as such when contacted for data on whether the teacher to pupil ratio has improved, the findings revealed that 62.7% of the respondents disagreed because there are few teachers handling too many learners and as such the average teacher-pupil ratio is 1:64 but in reality because some classes are crowded, it is 1:103 which makes it hard for the teacher to concentrate on individual learners and help them learn better. With the desired national ratio having to be 1:40, the situation in the school is out of hand and has thus led to failure to capitalize and address the needs of learners in class to just general support which has resulted into average and low grades in examinations. On the other hand, 22.1% agreed that the teachers can try to teach and communicate to the entire class, though generally the overcrowded classes make it hard for the teachers to adequately teach and instruct the learners in the school.

### **The book of pupil ration has improved**

The research study on whether the book of pupil ratio has improved found out that 33.7% of the respondents strongly disagreed, 32.6% disagreed, 9.3% were not sure, 11.6% agreed and 12.8% strongly agreed. With most respondents in disagreement, the details are presented in table 6.10;

**Table 6.10: Responses on whether the book to pupil ratio has improved**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	33.7	33.7	33.7
	Disagree	28	32.6	32.6	66.3
	Neutral	8	9.3	9.3	75.6
	Agree	10	11.6	11.6	87.2
	Strongly Agree	11	12.8	12.8	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

There is always need for books for learning and reference at all levels. Findings showed that the book to pupil ratio has not improved as 66.3% of the respondents noted because there are no reference materials that learners can access to read, the library has less than 100 books and each on its own subject while others are irrelevant. Some learners never even access the reference books available because they are not even adequate for teacher. For 24.4% who agreed, they revealed that the issue was not on adequate reference books built teachers can have reference books from which they can get reference materials to teach, the issue of learners accessing the text books, pamphlets, magazines and journals is not priority, so there has not been any significant improvement in the book to pupil ratio at all.

## **Universal Primary Education policy provides equal opportunity for all children to attend school**

The research study on whether Universal Primary Education policy provides equal opportunity for all children to attend school found out that 24.4% of the respondents strongly disagreed, 16.3% disagreed, 32.6% agreed and 26.7% strongly agreed as presented in table 6.11;

**Table 6.11: Responses on whether Universal Primary Education policy provides equal opportunity for all children to attend school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	24.4	24.4	24.4
	Disagree	14	16.3	16.3	40.7
	Agree	28	32.6	32.6	73.3
	Strongly Agree	23	26.7	26.7	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The very reason for establishing Universal Primary Education in 1997 was to give chance to all school age going children to access free education Uganda. The study findings thus show that 40.7% did not agree that Universal Primary Education gives chance to every child to access education but in this particular school as 59.3% of the respondents agreed, the UPE policy favours every child because they access education on equal terms. So Universal Primary Education is a favourable policy for all.

### **Testing Hypothesis**

At this stage, the study involves making an apprehensive analysis of the relationship between accessibility to basic education and the performance of the learners. The research critically shows how the correlations, model summary, analysis of variance and coefficients combine to make meaning of whether and how the government has made basic education accessible to the learners and relevant to their needs.

**Table 6.12: Correlations**

		Basic Education Accessible	Pupils Performance
Basic Education Accessible	Pearson Correlation	1	.860**
	Sig. (2-tailed)		.000
	N	86	86
Pupils Performance	Pearson Correlation	.860**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

**Source: Field Data, 2018**

The results from the correlations (Pearson Correlations) 2-tailed show that with N at 86 and correlations of .860 or 86.0%, it means that access to basic education under the UPE programme is a guarantee and that's why the parents are only required to provide books and Uganda Shillings 8,000 for porridge for the children so that they can stay at school and learn and boost their affluent and literate people. The future of the educated people who have gone through this programme in the school is better than that of the uneducated.

**Table 6.13: Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.860 <sup>a</sup>	.822	.721	1.27564

a. Predictors: (Constant), Basic Education Accessible

**Source: Field Data, 2018**

According to the model summary, with R at .860, R Square at .833 and Adjusted R.Square at .721, it means that the UPE policy is favourable in enabling every child access free education at primary level in the school, so basic education is now a right in the school.

**Table 6.14: Analysis of Variance (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1620.843	1	1620.843	996.056	.000 <sup>b</sup>
	Residual	136.690	84	1.627		
	Total	1757.533	85			

a. Dependent Variable: Pupils Performance

b. Predictors: (Constant), Basic Education Accessible

**Source: Field Data, 2018**

The results from the analysis of variance show that with different regression of 1 and residual of 84, Sig at 000 and F at .996.056 it indicates that unlimited access to basic education in the school has enabled children to settle get educated and significantly attain good grades in internal and external examinations.

**Table 6.15: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.296	.336		3.855	.000
	Basic Education Accessible	.368	.012	.860	31.560	.000

a. Dependent Variable: Pupils Performance

**Source: Field Data, 2018**

From the coefficients, the results show that with unstandardized coefficients at B(1.296) constant and access to basic education at .368, and the standardized coefficients at Beta being .860 or 86.0%, the government has guaranteed access to basic education in the school, so the pupils enjoy learning and their literacy levels have gone up, though their performance is not yet excellent but it is fair.



## CHAPTER SEVEN

### EDUCATION UNDER UPE INITIATES FUNDAMENTAL POSITIVE TRANSFORMATION TO ENSURE PERFORMANCE IN SCHOOLS

#### Introduction

Achievements in education; employment and occupational status; and income and Wealth come with good education at the foundation stage. The level of support and geographical location affects pupils' performance as pupils' from rural areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from urban area. The study findings on whether education under Universal Primary Education initiates fundamental positive transformation to ensure performance in schools are presented, analyzed and interpreted in this section;

#### Ministry of Education and Sports regulates Primary education by standardizing its curriculum

The study findings on whether the Ministry of Education and Sports regulates Primary education by standardizing its curriculum revealed that 15.1% of the respondents strongly disagreed, 17.4% disagreed, 8.1% were not sure, 41.9% agreed and 17.4% strongly agreed as presented in table 7.1;

**Table 7.1: Responses on whether the Ministry of Education and Sports regulates Primary education by standardizing its curriculum**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	15.1	15.1	15.1
	Disagree	15	17.4	17.4	32.6
	Neutral	7	8.1	8.1	40.7
	Agree	36	41.9	41.9	82.6
	Strongly Agree	15	17.4	17.4	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The findings of the study revealed that indeed the primary education curriculum used by the school has been standardized by the government. thus 59.3% of the respondents agreed that the

current teaching syllabi for English language, literacy, science and social studies is regulated by the ministry of Education and sports in order to have a nationwide harmonized approach to teaching so that when national examinations are set they do not discriminate against these rural schools, while 32.5% reasoned that much as the primary curriculum being followed by the school is standardized by the ministry of Education and sports, the school fails to adequately cover it and the children hardly receive the revision which can enable them to excel like their contemporaries in well facilitated schools. All in all though, the school follows the curriculum which has been standardized by the ministry of Education and sports, therefore the most valid and consistent to be followed by the school.

### **Universal Primary Education has been achieved for all its children**

The research study set out to examine if Universal Primary Education has been achieved for all its children, and the results obtained revealed that 39.5% strongly disagreed, 30.2% disagreed, 11.6% were not sure, 10.5% agreed and 8.1% strongly agreed. The majority of the respondents disagreed as presented in table 7.2;

**Table 7.2: Responses on whether Universal Primary Education has been achieved for all its children**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	34	39.5	39.5	39.5
Disagree	26	30.2	30.2	69.8
Neutral	10	11.6	11.6	81.4
Agree	9	10.5	10.5	91.9
Strongly Agree	7	8.1	8.1	100.0
Total	86	100.0	100.0	

**Source: Field Data, 2018**

The school is under the UPE programme which does not discriminate against any pupil. thus the study findings in table 7.2 revealed that 70.0% of the respondents noted that in as much as the programme targets all the children/ learners admitted / enrolled in the school, not all of them have been able to access all the relevant reading materials, the classes are overcrowded and

teachers cannot cater for the individual needs of the learners, but the teaching and supervision follows an omnibus approach.

This leaves out those with learning disabilities yet the school does not have facilities to cater for them. on the contrary, 18.6% agreed that the since the essence of UPE was to promote education for all, all the enrolled children are accepted in class and can be promoted from one class to the other despite the quality of education and their individual grades being often weak or low. so UPE for all it stands for is in place, but the ingredients meant to strengthen it are not properly catered for, therefore it has not been achieved in the form it was intended thus it is below the desired levels.

### **Candidates sitting their primary leaving examinations qualify for the next level of education**

The research study set out to examine whether candidates sitting their primary leaving examinations qualify for the next level of education, and the results obtained show that 45.3% of the respondents strongly disagreed, 44.2% disagreed and 10.5% agreed. With majority in disagreement, the details of the findings are in table 7.3;

**Table 7.3: Responses on whether candidates sitting their primary leaving examinations qualify for the next level of education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	45.3	45.3	45.3
	Disagree	38	44.2	44.2	89.5
	Agree	9	10.5	10.5	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The UPE programme has come with varied results in both internal and external examinations. The findings in table 7.3 show that 89.5% of the respondents stated that the pass rate for learners/pupils sitting primary leaving examinations has been low and therefore many of them hardly qualify for secondary education. this is because from the available statistics for PLE results of 2014, 2015, 2016, 2017 and internal pre-mock tests of 2018, the number of children in Grades I, II, III with aggregates 4 to 28 or 31 have always been 08-11% of the total number of

candidates, which means that most of them have not been qualifying well for the next level of education, and as such many have taken to vocational skills training in tailoring, carpentry while also many dropout and half or 50% continue to secondary where many drop out easily. But 10.5% noted that at least 50% continue to main stream secondary education where still no good grades have been recorded except the very few who passed PLE with better grades. So the fact from the analysis is that the weak and low grades have made many of the children to leave main stream school and join other training while at the downward levels quite some girls have found themselves in marriage and early motherhood. Thus continuation to the next level is still elusive.

**Primary education is considered the first level of formal education in which pupils follow a common basic curriculum**

Regarding whether primary education is considered the first level of formal education in which pupils follow a common basic curriculum, the findings obtained noted that 17.4% of the respondents strongly disagreed, 11.6% disagreed, 44.2% agreed and 26.7% strongly agreed. Most of the respondents agreed that indeed primary education is considered the first level of formal education in which pupils follow a common basic curriculum as presented in table 7.4;

**Table 7.4: Responses on whether primary education is considered the first level of formal education in which pupils follow a common basic curriculum**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	17.4	17.4	17.4
	Disagree	10	11.6	11.6	29.1
	Agree	38	44.2	44.2	73.3
	Strongly Agree	23	26.7	26.7	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

Primary level schooling introduces the learner or child to a wide scope of basic science, English, social studies and literacy, hence the findings revealed that 29.0% of the respondents did not agree that primary education is the first level of formal education where a basic curriculum is commonly outlined for all, because there are kindergarten and home schooling which helps the children even learn the basic education and skills at the fundamental level (as foundation) better. but 70.9% agreed that under the UPE arrangement, the children are received at primary level

where they are introduced to basic subject matter and they are built in their education career based on these thematic bases which help them to build future skills for enhanced learning. Thus primary level education is the basic level of tutoring learners into formal basic curriculum for literacy and skills development later in life.

**There has been a remarkable change since the inception of the Universal Education Programmes**

The research study on whether there has been a remarkable change since the inception of the Universal Education Programmes found out that 24.4% of the respondents strongly disagreed, 11.6% disagreed, 47.7% agreed and 16.3% strongly agreed. The majority of the respondents agreed as presented in table 7.5;

**Table 7.5: Responses on whether there has been a remarkable change since the inception of the Universal Education Programmes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	24.4	24.4	24.4
	Disagree	10	11.6	11.6	36.0
	Agree	41	47.7	47.7	83.7
	Strongly Agree	14	16.3	16.3	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

With the introduction of the UPE programme, there have been generally changes which have either made UPE appear good or a weak alternative. findings in table 7.5 show t hat 36.0% of the respondents noted that the introduction of UPE and its adoption in the school has resulted into Laissez Faire attitude on the side of teachers because they are not appraised based on the results but their being present and delivering during their lessons, further the teachers are not driven to achieve results because the UPE programme is after availing basic education for all. This has seen increased enrollment and completion of primary seven, in another way, 64.0% of the respondents revealed that indeed many people in the area have been able to access education because it has been cheap and affordable. The parents /caregivers are only required to cater for porridge for the children, and they learn.

So now many people have received education at the basic level thus boosting the literacy levels in the area. The children can then proceed to secondary after they have received this priceless level of education attainment.

**Successful candidates are admitted into four year secondary schools, as well as technical schools**

Like any formal primary education institution, successful candidates are admitted into four year secondary schools, as well as technical schools, so the results of the study in this case revealed that 25.6% of the respondents strongly disagreed, 12.8% disagreed, 22.1% were not sure, 23.3% agreed and 16.3% strongly agreed as presented in table 7.6;

**Table 7.6: Responses on whether successful candidates are admitted into four year secondary schools, as well as technical schools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	25.6	25.6	25.6
	Disagree	11	12.8	12.8	38.4
	Neutral	19	22.1	22.1	60.5
	Agree	20	23.3	23.3	83.7
	Strongly Agree	14	16.3	16.3	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

From the UPE system, the children are admitted into secondary schools where they can pursue ordinary level certificate and join technical training course. The results of the study in table 7.6 reveal that 38.4% of the respondents note that there are often fewer pupils eligible to proceed to second any level because many obtain low and weak grades which most schools around do not take up for admission and the USE school who can accommodate the products of their direct lower section (UPE) is faraway which discourages learners from further education in some cases. the study further discovered that 39.6% agreed that the learners who get grades I, II, III in primary are eligible for secondary education and thus they are allowed to process for ordinary level and technical education to enhance their careers.

## **Government has a number of training programmes with development partners for UPE graduates**

The graduates from the Universal Primary education programme are encouraged to proceed to secondary as well as technical institutions, so the findings on whether government has a number of training programmes with development partners for Universal Primary Education graduates revealed that 15.1% of the respondents strongly disagreed, 11.6% disagreed, 10.5% were not sure, 39.5% agreed and 23.3% strongly agreed. Most respondents agreed as presented in table 7.7;

**Table 7.7: Responses on whether government has a number of training programmes with development partners for Universal Primary education graduates**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	15.1	15.1	15.1
	Disagree	10	11.6	11.6	26.7
	Neutral	9	10.5	10.5	37.2
	Agree	34	39.5	39.5	76.7
	Strongly Agree	20	23.3	23.3	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The aim of UPE is to provide basic primary education which can form the basis for further skills training and cancer building. from table 7.7, 26.7% of the respondents noted that the government has not put in place a variety to programmes for further trainings to children during the UPE programme, except as agreed by 62.8% of the respondents, there are donor agencies such as DANIDA, save the children, Hope after Rape another development partners are on board to train girls in home economics, laundry and commercial skills, while also the technical school encourage short courses in carpentry and joinery, computer skills training, and a couple of other trainings to enhance their skills. in as much as government not having direct training programmes with development partners for UPE grades, they have provided an enabling environment to licensed NGOs and CBOs to access the community and skill them which has also benefited the youths including those in P.7 vocation and those who dropped out of school or those in holidays.

**As a result of Universal Primary education more schools, institutions, colleges and universities have been established**

The research study on whether as a result of Universal Primary education more schools, institutions, colleges and universities have been established reveal that 36.0% strongly disagreed and 64.0% disagreed as presented in table 7.8;

**Table 7.8: Responses on whether as a result of Universal Primary education more schools, institutions, colleges and universities have been established**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	36.0	36.0	36.0
	Disagree	55	64.0	64.0	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The inception of Universal Primary education was naturally seen as a possible catalyst to ignite the starting up of many secondary schools, institutes, colleges and universities in Uganda and particularly Kumi where the school is situated, but as unanimously disagreed by all respondents (36.0%) strongly disagreed and 64.0% disagreed, the increased primary enrollment did not drive government and private entrepreneurs to introduce these subsequent higher institutions because the people are poor and they cannot afford the fees, the Universal Primary education programme has not produced quality graduates for the institutions to thrive and being heavily rural, this did not encourage education investors to the area of non-integrative education ideas.



**Student enrolments in the institution have exponentially increased because of Universal Primary education programme**

According to the findings of the study in table 7.9, the results obtained on whether student enrolments and institutions have exponentially increased because of Universal Primary education programme are, 26.7% strongly disagreed, 37.2% disagreed, 16.3% were not sure, 14.0% agreed and 5.8% strongly agreed. The majority of the respondents disagreed which implies that student enrolments in the institution have not exponentially increased because of Universal Primary education programme;

**Table 7.9: Response on whether student/learner enrolments in the institution have exponentially increased because of Universal Primary education programme**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	26.7	26.7	26.7
	Disagree	32	37.2	37.2	64.0
	Neutral	14	16.3	16.3	80.2
	Agree	12	14.0	14.0	94.2
	Strongly Agree	5	5.8	5.8	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The increase in butters education is thoughts to increase education institution at the subsequent higher levels. Findings of this study revealed that 63.9% of the respondents did not agree that there have been high enrollment of students in secondary schools and other institutions because most Universal Primary education graduates are from poor families that cannot adequately afford to pay school fees at the higher level, and this together with other reasons leads to high drop out of children after P.7 hence there are not many secondary schools and higher institutions set up in anticipation of Universal Primary education graduate, so the area remains largely devoid of many such institutions.

**On successful completion of primary school, the pupils can go either for secondary education; or take a course in technical schools**

Findings on whether on successful completion of primary school, the pupils can go either for secondary education; or take a course in technical schools show that 23.3% of the respondents strongly disagreed, 15.1% disagreed, 50.0% agreed and 11.6% strongly agreed. Hence the findings in table 7.10 shows that majority of the respondents agreed;

**Table 7.10: Responses on whether on successful completion of primary school, the pupils can go either for secondary education; or take a course in technical schools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	23.3	23.3	23.3
	Disagree	13	15.1	15.1	38.4
	Agree	43	50.0	50.0	88.4
	Strongly Agree	10	11.6	11.6	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The completion of primary education signals the need for further education either in main stream secondary as technical school. From table 7.10, it was discovered that 38.4% of the respondents noted that there is no guarantee that the children who complete primary level have to continue. This is because of the high level of inability by most families to pay fees. on the other hand, however, 61.6% agreed that quite a considerable number of children who have completed primary level education have continue to secondary more so those they can afford to pay tuition in an the technical schools which charged less fees and have opportunities for free training.

**Universal Primary Education (UPE) ensures that citizens have the basic education needed for living a full life**

The study set out to examine whether Universal Primary Education (UPE) ensures that citizens have the basic education needed for living a full life, and the results obtained revealed that 14.0% of the respondents strongly disagreed, 15.1% disagreed, 8.1% were not sure, 38.4% agreed and 24.4% strongly agreed. Thus the majority of the respondents agreed as presented in table 7.11;

**Table 7.11: Responses no whether Universal Primary Education (UPE) ensures that citizens have the basic education needed for living a full life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	14.0	14.0	14.0
	Disagree	13	15.1	15.1	29.1
	Neutral	7	8.1	8.1	37.2
	Agree	33	38.4	38.4	75.6
	Strongly Agree	21	24.4	24.4	100.0
	Total	86	100.0	100.0	

**Source: Field Data, 2018**

The essence of primary education is to build basic knowledge in someone which can help them live decently. And as such, the study findings in table 7.11 show that 29.1% of the respondents did not agree that the knowledge children get in primary level can enable them live adequately in this life which requires high skills, high technical fluency and sophisticated commercial and technical skills. Further, 62.8% agreed that the knowledge and skills which the children have accumulated can enable live a semi-skilled life which can enhance their livelihood. Hence universal Primary Education ensures that citizens who have attained the requisite skills and knowledge can live a partially fulfilling life.

## Testing Hypothesis

This hypothesis testing stage focuses on establishing the linkage between the fundamental positive transformation and performance of pupils. The study findings in this hypothesis testing stage include the correlations, the model summary. Analysis of variance and coefficients on how education under Universal Primary Education initiates fundamental positive transformation to ensure performance in Okunguro Primary School;

**Table 7.12: Correlations**

		Fundamental Positive Transformation	Pupils Performance
Fundamental Positive Transformation	Pearson Correlation	1	.895**
	Sig. (2-tailed)		.000
	N	86	86
Pupils Performance	Pearson Correlation	.895**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

### Source: Field Data, 2018

From the correlations, with Pearson correlations (Sig 2-Tailed) and N at 86, and 89.5 correlations, it indicates that with the introduction of UPE in the school, there has been positive fundamental transformation which has enhanced pupils' performance, and the skills attained can enable them to survive as they strive for better livelihood in the future.

**Table 7.13: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895 <sup>a</sup>	.891	.890	.44370

a. Predictors: (Constant), Fundamental Positive Transformation

### Source: Field Data, 2018

According to the model summary, with R at .895, R square at 891 and Adjusted R square at .890, it means that education is fundamental as an initiative for fundamental transformation in order to enhance the performance of pupils in the school and other schools.

**Table 7.14: Analysis of Variance (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1740.996	1	1740.996	8843.533	.000 <sup>b</sup>
	Residual	16.537	84	.197		
	Total	1757.533	85			

a. Dependent Variable: Pupils Performance

b. Predictors: (Constant), Fundamental Positive Transformation

**Source: Field Data, 2018**

From the analysis of variance, the results show that with df at 1 (regression) and residual at 84, mean square at 1740.996 and Sig. 000, it means that with the UPE programme in place, they have been able to attain high enrolment and the primary level education thus forms the patent foundation upon which the children can build potential for better future.

**Table 7.15: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.315	.123		2.564	.012
	Fundamental Positive Transformation	.385	.004	.995	94.040	.000

a. Dependent Variable: Pupils Performance

**Source: Field Data, 2018**

From the study findings as related to the coefficients, unstandardized coefficients at B(.315) constant and .385 for fundamental positive transformation, the standardized coefficients (Beta) .995, it is revealed that with the success of UPE programme, it means that there has been enhancement of literacy for better livelihood of the children.

**Multiple regression analysis**

The multiple regression analysis is a collective analysis of the independent variable which is the factors influencing and the dependent variable which is the performance of pupils under Universal Primary Education programme in Okunguro Primary School-Bukedea District, Eastern

Uganda. The multiple regression analysis is based on the multiple correlations, multiple model summary, multiple analysis of variance and multiple coefficients as presented, analyzed and interpreted below;

**Table 7.16 Multiple Correlations**

		Necessary Resources	Basic Education Accessible	Fundamental Positive Transformation	Pupils Performance
Necessary Resources	Pearson Correlation	1	.985**	.987**	.988**
	Sig. (2-tailed)		.000	.000	.000
	N	86	86	86	86
Basic Education Accessible	Pearson Correlation	.985**	1	.960**	.960**
	Sig. (2-tailed)	.000		.000	.000
	N	86	86	86	86
Fundamental Positive Transformation	Pearson Correlation	.987**	.960**	1	.995**
	Sig. (2-tailed)	.000	.000		.000
	N	86	86	86	86
Pupils Performance	Pearson Correlation	.988**	.960**	.995**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	86	86	86	86

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

**Source: Field Data, 2018**

From the multiple regressions analysis, the initiation of the Universal Primary Education programme in Uganda has not only been confined to other schools but also Okunguro Primary School-Bukedea District, Eastern Uganda. With Pearson correlations Sig 2-tailed at .985, .987 and .988, it means that with the availability of resources to facilitate the Universal Primary Education programme, it enhances education for the pupils and thus improve their performance. In addition to that, .985, .960 and .960, it means that Universal Primary Education programme is the basic level of education which provides the foundation for the future of the education of the learners and career development, and also with .987, .960 and .995, the implementation of the Universal Primary Education programme in Okunguro Primary School is creating literates more than ever before thus leading to individual fundamental transformation. All this involves ensuring that the government avails the necessary resources in order to promote effectiveness of teachers in delivery of basic education and making it accessible for all the learners. The support

which government can avail is in line with the fundamental positive transformation to ensure effective teaching and support for the school to ensure that there is good performance internally and externally by the pupils.

**Table 7.17: General Model Summaries**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.996 <sup>a</sup>	.992	.992	.41164

a. Predictors: (Constant), Fundamental Positive Transformation, Basic Education Accessible, Necessary Resources

**Source: Field Data, 2018**

According to the model summary in table 7.17 above, R at .996, R Square at .992 and Adjusted R Square at .992, the facilitation to the Universal Primary Education programme by the government of Uganda, development partners through availing funding, ensuring that the necessary scholastic items are availed for better learning is rapidly leading to positive transformation from a peasant to an elite society. And the positive way it has been embraced in Okunguro Primary School, Universal Primary Education programme has led to better access to education services in the area.

**Table 7.18: General Analysis of Variance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1743.638	3	581.213	3430.065	.000 <sup>b</sup>
	Residual	13.895	82	.169		
	Total	1757.533	85			

a. Dependent Variable: Pupils Performance

b. Predictors: (Constant), Fundamental Positive Transformation, Basic Education Accessible, Necessary Resources

**Source: Field Data, 2018**

According to analysis of variance, the regression analysis Sum of Squares at 1743.638 and Mean Square at 581.213 Sig. 000, the Universal Primary Education programme is relevant to enable all

school going children to access education in Okunguro Primary school. The enrollments for the basic foundational education is facilitated by government and development partners who commit resources to ensure that the children go to school and the schools have the basic needs like scholastic items to facilitate teachers to teach. The effectiveness of the programme is due to the increased enrollments and the performance of those who would never have been able to access education is glaring better that if they had remained at home uneducated.

**Table 7.19: General Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.383	.115		3.316	.001
	Necessary Resources	.169	.048	.374	3.515	.001
	Basic Education Accessible	-.044	.024	-.116	-1.875	.064
	Fundamental Positive Transformation	.285	.026	.738	11.157	.000

a. Dependent Variable: Pupils Performance

**Source: Field Data, 2018**

From the general coefficients, regarding the necessary resources to facilitate the Universal Primary Education programme in Okunguro Primary School, Unstandardized coefficients (B) at .169, for necessary resources, -.044 for accessibility to basic education, and .285 for fundamental positive transformation, whereas the standardized coefficients (Beta) at 3.515 for the necessary resources, -1.875 for access to basic education and .738 for fundamental positive transformation, the rooting of the Universal Primary Education programme has ensured that there is increased access to basic education and also the performance of the learners is quite good.



## **CHAPTER EIGHT**

### **TOWARDS HARMONIZING FACTORS INFLUENCING THE PERFORMANCE OF PUPILS UNDER UNIVERSAL PRIMARY EDUCATION PROGRAMME**

#### **Introduction**

Harmonization of findings on the factors influencing the performance of pupils under Universal Primary Education programme in Okunguro Primary School-Bukedea District, Eastern Uganda. the harmonization is structured in line with the study objectives, therefore it is structured in a thematic and systematic under the following subheadings; whether the government provides the necessary resources to enable every child to enter and remain in Okunguro Primary School , how government has made basic education accessible to the learners and relevant to their needs in Okunguro Primary School and how education under UPE initiates fundamental positive transformation to ensure performance in Okunguro Primary School.

#### **The government provides the necessary resources to enable every child to enter and remain in school**

The study found out that the government is involved in facilitating the school's universal Primary school Programme by funding and availing the necessary financial and human resources to run the programme. This happens across the entire country and for the case of Okunguro Primary school, government at all levels does not focus on the school as an entity where they avail in-service training for teachers to enhance their qualifications, knowledge and skills, but they are allowed to proceed for further education if they can afford. The government of Uganda seldom supports the school with reading materials as well.

In relation to government providing the necessary resources for running the UPE programme, Maicibi (2005) has earlier on stated that when there are resources for basic education it would provide a good environment should be provided by the home if our children in school must learn, if the school administration must be successful and if the school must develop. So, 82.6% disagreed because the Ministry of Education and sports only avails some reading materials and charts which are also very inadequate yet the demand by the school is high consequently, the school administration and the teachers buy for their learners of they make local materials which they can use for instruction to the workers.

Materials such as books on literacy reading and at least two charts are available per school, but the materials are inadequate which means that the school administration either have to improvise or the teachers obtain for themselves in order to effectively instruct the learners or the teachers become the source of reference materials to the learners. The school therefore has to rely on the locally generated resources to secure teaching and learning materials others than relying on government to provide. In light of the support government and development partners avail, Horace Mann (1796- 1889), who was a liberal progressivism, termed education as “the great equalizer of opportunity and chance”, which enhances life chances of those born into humble circumstances.

This theory calls for further going through education at different levels from primary to secondary levels to which access would be determined on the basis of an individual’s merit and not on social backgrounds. According to this theory, educational opportunities should be available to all such that accessing it to be according to one’s desire and motivation and not a few individuals are allowed to receive it. The introduction of Universal Primary Education (UPE) in Uganda by the government in 1996 increased educational opportunities of over 3 million children in primary schools. This was a positive move made by the government to alleviate barriers of social injustices to equity in education for all citizens.

Poropt (2011) observes that lack of school materials impact on performance in both primary and secondary schools. Furthermore, in 1997 he found that the school based factors that affect the performance in pupils is lack of teaching and learning materials. The primary Material Infrastructure Programme (PMIP) has documented that poor primary education. According to Ibrahim, & Orodho (2014) lack of facilities is a major contributing factor to poor performance. He observes that a human element must be in agreement with performance. In this context, it is clear that shortage of teaching books and other facilities result in poor continuous performance.

With the inception of the Free Primary Education (FPE), the government came up with target supply of instructional resources for both lower and upper primary levels. Text books are salient in the ultimate performance of the learners. World Bank Report (1995), on tools and technology as performance input, identifies instructional materials as the entire range of teaching tools from chalk to computer.

According to report, the availability of teaching tools at all levels in poor and middle level income countries is limited, particularly at primary level of education and these impacts negatively on academic performance.

The Classical Liberal Theory was relevant for this study because it emphasizes on the need for removing barriers to educational opportunities. It is true that each learner has his/ her own capacity. The talents or capacities can be developed through educational opportunities that are offered. Equitable distribution of educational resources and facilities enhances pupil's good performance and this eventually serves as an incentive for transition from one educational level to another.

The Universal Primary Education is monitored though with less stealth. There is regular monitoring and evaluation of teaching in the school at all levels. according to the findings 66.3% of the respondents agreed that right from class teachers, the Director of studies, the Deputy, Head teachers, all monitor and carryout evaluation of teachers methodologies of work, the children and all support staff with the aim of ensuring that a positive work environment and ethics for better learning and achieve of student in class to monitor how teachers teach and instruct learners. The evaluation is done according to test scores and grades attained. Since 1997 when universal primary education was started, the enrolment has improved, the monitoring and evaluation by the education officials is regularly done with the aim of ensuring quality education is achieved by the school, but the teacher-learners ratio is not favourable because the number of teachers is so low for the many learners who slightly exceeds 890 with only 14 active teachers.

The Universal Primary Education programme suffers from low and weak performance because those who create results, that is teachers are paid low salary, they live in almost dilapidated and adequate housing facilities, there is no additional allowances for them ad generally they live in dire poverty which has led to low teacher morale, low grades by learners and the school being unable to compete with those on private basis in the urban areas of the district and the country.

According to the study, 78.8% noted that the government of Uganda through the ministry of Education and sports, the District and Sub county Education officials avail some general scholastic items like books, charts, manuals, training for teachers though very inadequate, and communicate to them all the necessary information which keeps the two sides on the same page

in the school. But the fact is that government has meagre resources for the school, they avail some scholastic materials, carryout inspection and try to replenish the skills of the teachers. There are though inadequate, some necessary instructional materials, physical infrastructures and scholastic materials in the school which when well utilized can boost learner's performance. The resources for the Universal Primary Education in the school are inadequate thus these few which are provided cannot boost education the way it is needed boost education and the general performance of the school for the attainment of the competitive edge required for quality education.

### **Government has made basic education accessible to the learners and relevant to their needs**

According to the study findings, Universal Primary Education came as antidote to the lack of ability by the parents to provide access to primary education for their children. From the field of study, 71.0% agreed that since it was introduced in January 1997, just as four children per family, its later expansion to include all primary going children has increased enrollment over the time from 107 in 1996 to 897 currently, an increase 8 to 9 folds. This is an indicator of how good UPE is to the poor rural folk.

The home-based factors such as poverty, gender bias, cultural beliefs, attitudes of the learner and parent's on education and school-based factors such as rules, curriculum, teachers, and instructional resources affect pupil performance and transition from one level to another, so in Okunguro they were not enabling the learners to enroll in big numbers, so the introduction of UPE has since enabled many to go to school.. Children who go to school from poor families lack even very basic needs for schooling like a pen, school uniform and other writing materials. They also lack food or suffer from malnutrition and this leads to infection of nutritional diseases. Such pupils are not able to concentrate in class and their performance will be low and even much lower as they become more aware of their state as they grow. When school-based issues come in such as inadequate staffing, lack of teaching and learning resources, inappropriate teaching and learning strategies, performance of pupils continue to be poor. Such are the barriers that need to be dealt with, some at school level for instance, maintaining discipline, provision and utilization of available resources while some require solutions at family level for instance, provision of basic materials to children such as food and clothing including school uniform and other requirements.

This study adopted Urie Bronfenbrenner's ecological systems theory. He developed the ecological systems theory in an attempt to define and understand human development within the context of the system of relationships that form the person's environment. According to Bronfenbrenner's initial theory (1989), the environment, is comprised of four layers of systems which interact in complex ways and can both affect and be affected by the person's development. These are Microsystems, Mesosystem, Ecosystems and Macro system. He later added a fifth dimension that comprises an element of time (Bronfenbrenner, 1995) which he called Chronosystem. This theory can be extended to model the development of an organization as well, and is particularly appropriate for describing the complex systems of a school district or even of an individual school

On realizing that parents could not afford to educate their children with no hurdles as 86.0% agreed that now access to basic education under the UPE programme is a guarantee and that's why the parents are only required to provide books and Uganda Shillings 8,000 for porridge for the children so that they can stay at school and learn and boost their affluent and literate people. The future of the educated people who have gone through this programme in the school is better than that of the uneducated. The UPE policy is favourable in enabling every child access free education at primary level in the school, so basic education is now a right in the school. The government has guaranteed access to basic education in the school, so the pupils enjoy learning and their literacy levels have gone up, though their performance is not yet excellent but it is fair.

### **Education under UPE initiates fundamental positive transformation to ensure performance in schools**

The primary curriculum being followed by the school is standardized by the Ministry of Education and sports, the school fails to adequately cover it and the children hardly receive the revision which can enable them to excel like their contemporaries in well facilitated schools. All the enrolled children are accepted in class and can be promoted from one class to the other despite the quality of education and their individual grades being often weak or low. so UPE for all it stands for is in place, but the ingredients meant to strengthen it are not properly catered for, therefore it has not been achieved in the form it was intended thus it is below the desired levels.

Many of the products of the Universal Primary Education from the school continue to main stream secondary education where still no good grades have been recorded except the very few who passed PLE with better grades. So the fact from the analysis is that the weak and low grades have made many of the children to leave main stream school and join other training while at the downward levels quite some girls have found themselves in marriage and early motherhood.

Pupils' academic performance is influenced by social factors. These factors include romantic relationships, student cults, membership in clubs and organizations, and sports. Some studies disagree over how best to measure social factors, most studies indicate that children from low social factors families do not perform as well as they potentially could at school compared to children from high social factors families (Ibrahim, and Orodho, 2014).

The essence of primary education is to build basic knowledge in someone which can help them live decently. The knowledge children get in primary level can enable them live adequately in this life which requires high skills, high technical fluency and sophisticated commercial and technical skills. Most studies, however, compare Students from across all social factors backgrounds to reach the conclusion that low social factors adversely affects a range of educational outcomes. Another important dimension, however, is the factors that may influence educational outcomes within particular social factors Bands. The educational performance of children from financially disadvantaged backgrounds and examines its variation as affected by Traditional measures of social factors as well as by a range of other family, individual and Contextual factors.

Further, 62.8% agreed that the knowledge and skills which the children have accumulated can enable live a semi-skilled life which can enhance their livelihood, so 89.5% revealed that with the introduction of UPE in the school, there has been positive fundamental transformation which has enhanced pupils' performance, and the skills attained can enable them to survive as they strive for better livelihood in the future. Hence education is fundamental as an initiative for fundamental transformation in order to enhance the performance of pupils in the school and other schools.

## **CHAPTER NINE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This chapter provides the summary, conclusion and recommendations on the factors influencing the performance of pupils under UPE programme in rural areas in Uganda focusing Okunguro Primary School in Bukedea district. The summary, conclusion and recommendations are thematically structured in line with the study objectives;

#### **Summary of the study**

The following section provides the thematic summary of the study;

#### **Whether the government provides the necessary resources to enable every child to enter and remain in Okunguro Primary School**

The introduction of Universal Primary Education (UPE) in Uganda by the government in 1996 increased educational opportunities of over 3 million children in primary schools. This was a positive move made by the government to alleviate barriers of social injustices to equity in education for all citizens.

The study found out that the government is involved in facilitating the school's universal Primary school Programme by funding and availing the necessary financial and human resources to run the programme. This happens across the entire country and for the case of Okunguro Primary school, government at all levels does not focus on the school as an entity where they avail in-service training for teachers to enhance their qualifications, knowledge and skills, but they are allowed to proceed for further education if they can afford.

With the inception of the Free Primary Education (FPE) in Uganda, the government came up with target supply of instructional resources for both lower and upper primary levels. Text books are salient in the ultimate performance of the learners. World Bank Report (1995), on tools and technology as performance input, identifies instructional materials as the entire range of teaching tools from chalk to computer. According to report, the availability of teaching tools at all levels in poor and middle level income countries is limited, particularly at primary level of education and these impacts negatively on academic performance.

According to the study, 82.6% revealed that the Ministry of Education and sports only avails some reading materials and charts which are also very inadequate yet the demand by the school is high consequently, the school administration and the teachers buy for their learners of they make local materials which they can use for instruction to the workers.

Materials such as books on literacy reading and at least two charts are availed per school, but the materials are inadequate which means that the school administration either have to improvise or the teachers obtain for themselves in order to effectively instruct the learners or the teachers become the source of reference materials to the learners. The school therefore has to rely on the locally generated resources to secure teaching and learning materials others than relying on government to provide.

The Classical Liberal Theory was relevant for this study because it emphasizes on the need for removing barriers to educational opportunities. It is true that each learner has his/ her own capacity. The talents or capacities can be developed through educational opportunities that are offered. Equitable distribution of educational resources and facilities enhances pupil's good performance and this eventually serves as an incentive for transition from one educational level to another.

The Universal Primary Education is monitored though with less stealth. There is regular monitoring and evaluation of teaching in the school at all levels. according to the findings 66.3% of the respondents agreed that right from class teachers, the Director of studies, the Deputy, Head teachers, all monitor and carryout evaluation of teachers methodologies of work, the children and all support staff with the aim of ensuring that a positive work environment and ethics for better learning and achieve of student in class to monitor how teachers teach and instruct learners. The evaluation is done according to test scores and grades attained. Since 1997 when universal primary education was started, the enrolment has improved, the monitoring and evaluation by the education officials is regularly done with the aim of ensuring quality education is achieved by the school, but the teacher-learners ratio is not favourable because the number of teachers is so low for the many learners who slightly exceeds 890 with only 14 active teachers.



The Universal Primary Education programme suffers from low and weak performance because those who create results, that is teachers are paid low salary, they live in almost dilapidated and adequate housing facilities, there is no additional allowances for them and generally they live in dire poverty which has led to low teacher morale, low grades by learners and the school being unable to compete with those on private basis in the urban areas of the district and the country.

According to the study, 78.8% noted that the government of Uganda through the ministry of Education and sports, the District and Sub county Education officials avail some general scholastic items like books, charts, manuals, training for teachers though very inadequate, and communicate to them all the necessary information which keeps the two sides on the same page in the school. But the fact is that government has meagre resources for the school, they avail some scholastic materials, carryout inspection and try to replenish the skills of the teachers. There are though inadequate, some necessary instructional materials, physical infrastructures and scholastic materials in the school which when well utilized can boost learner's performance. The resources for the Universal Primary Education in the school are inadequate thus these few which are provided cannot boost education the way it is needed boost education and the general performance of the school for the attainment of the competitive edge required for quality education.

### **How government has made basic education accessible to the learners and relevant to their needs in Okunguro Primary School**

Universal Primary Education was introduced to provide access to primary education for all school age going children, and for 71.0% agreed that since it was introduced in January 1997, just as four children per family, its later expansion to include all primary going children has increased enrollment over the time from 107 in 1996 to 897 currently, an increase 8 to 9 folds. This is an indicator of how good UPE is to the poor rural folk.

Children who go to school from poor families lack even very basic needs for schooling like a pen, school uniform and other writing materials. They also lack food or suffer from malnutrition and this leads to infection of nutritional diseases. Such pupils are not able to concentrate in class and their performance will be low and even much lower as they become more aware of their state as they grow.

When school-based issues come in such as inadequate staffing, lack of teaching and learning resources, inappropriate teaching and learning strategies, performance of pupils continue to be poor. On realizing that parents could not afford to educate their children with no hurdles as 86.0% agreed that now access to basic education under the UPE programme is a guarantee and that's why the parents are only required to provide books and Uganda Shillings 8,000 for porridge for the children so that they can stay at school and learn and boost their affluent and literate people. The future of the educated people who have gone through this programme in the school is better than that of the uneducated. The UPE policy is favourable in enabling every child access free education at primary level in the school, so basic education is now a right in the school. The government has guaranteed access to basic education in the school, so the pupils enjoy learning and their literacy levels have gone up, though their performance is not yet excellent but it is fair.

### **How education under UPE initiates fundamental positive transformation to ensure performance in Okunguro Primary School**

The primary curriculum being followed by the school is standardized by the Ministry of Education and sports, and all the enrolled children are accepted in class and can be promoted from one class to the other despite the quality of education and their individual grades being often weak or low. So UPE for all it stands for is in place, but the ingredients meant to strengthen it are not properly catered for, therefore it has not been achieved in the form it was intended thus it is below the desired levels. Many of the products of the Universal Primary Education from the school continue to main stream secondary education where still no good grades have been recorded except the very few who passed PLE with better grades. So the fact from the analysis is that the weak and low grades have made many of the children to leave main stream school and join other training while at the downward levels quite some girls have found themselves in marriage and early motherhood. The essence of primary education is to build basic knowledge in someone which can help them live decently. The knowledge children get in primary level can enable them live adequately in this life which requires high skills, high technical fluency and sophisticated commercial and technical skills.

The knowledge and skills which the children have accumulated can enable live a semi-skilled life which can enhance their livelihood, so 89.5% revealed that with the introduction of UPE in the school, there has been positive fundamental transformation which has enhanced pupils' performance, and the skills attained can enable them to survive as they strive for better livelihood in the future.

## **Conclusion**

The following conclusion of the study is arranged in line with the study objectives;

### **Whether the government provides the necessary resources to enable every child to enter and remain in Okunguro Primary School**

The government of Uganda through the Ministry of Education and sports, the District and Sub county Education officials avail some general scholastic items like books, charts, manuals, training for teachers though very inadequate, and communicate to them all the necessary information which keeps the two sides on the same page in the school. Despite the fact that government has meagre resources for the school, they avail some scholastic materials, carryout inspection and try to replenish the skills of the teachers. There are though inadequate, some necessary instructional materials, physical infrastructures and scholastic materials in the school which when well utilized can boost learner's performance. Thus, the fact that resources are inadequate from government, the few which are provided can boost education and the general performance of the school for the attainment of the competitive edge required for quality education.

### **How government has made basic education accessible to the learners and relevant to their needs in Okunguro Primary School**

Access to basic education under the UPE programme is a guarantee and that's why the parents are only required to provide books and Uganda Shillings 8,000 for porridge for the children so that they can stay at school and learn and boost their affluent and literate people. The future of the educated people who have gone through this programme in the school is better than that of the uneducated. The UPE policy is favourable in enabling every child access free education at primary level in the school, so basic education is now a right in the school. There is unlimited access to basic education in the school which has enabled children to settle get educated and significantly attain good grades in internal and external examinations.

The government has guaranteed access to basic education in the school, so the pupils enjoy learning and their literacy levels have gone up, though their performance is not yet excellent but it is fair.

**How education under UPE initiates fundamental positive transformation to ensure performance in Okunguro Primary School**

With the introduction of UPE in the school, there has been positive fundamental transformation which has enhanced pupils' performance, and the skills attained can enable them to survive as they strive for better livelihood in the future. Basic education is fundamental as an initiative for fundamental transformation in order to enhance the performance of pupils in the school and other schools. With the UPE programme in place, they have been able to attain high enrolment and the primary level education thus forms the patent foundation upon which the children can build potential for better future. The success of UPE programme in Okunguro Primary school means that there has been enhancement of literacy for better livelihood of the children.

### **Recommendations of the study**

Having exhausted the study on the factors influencing the performance of pupils under UPE programme in rural areas in Uganda focusing Okunguro Primary School in Bukedea district, the following are the recommendations of the study;

- 1) There should be promotion of parental educational level or attainment which can enhance Universal Primary Education in school and thus improve the education status of the children and the schools;
- 2) There should be inception of the government programme to supply instructional resources for both lower and upper primary levels in order to enhance learning and instruction for the children;
- 3) There should be enrolment of more teachers to avail at primary level education in order to boost effective teaching and enhancement of literacy for better learning by the children

### **Areas for further study**

- a) The factors affecting managerial decision making in the retail industry in Uganda
- b) The factors affecting the performance of supermarket staff in Uganda
- c) The factors affecting managerial decision making in the manufacturing industry in Uganda

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**Appendices**  
**NKUMBA UNIVERSITY**

**SCHOOL OF BUSINESS ADMINISTRATION**

**Date 26<sup>th</sup> June, 2018**

**Dear respondent,**

**RE: REQUEST TO COMPLETE THE QUESTIONNAIRE BELOW**

This is to request you to kindly complete the attached questionnaire. There is no right or wrong answer. You just need to indicate how much you agree or disagree with each item by marking the answer that best represents your views on every statement. Please answer all the items on the questionnaire. The information you provide will be used anonymously and for academic purposes only. As part of my postgraduate studies, I am required to carry out field research and write a report on Factors influencing the performance of pupils under UPE programme in rural areas in Uganda; A Case Study Of Okunguro Primary School-Bukedea District, Eastern Uganda

Thank you very much for accepting to complete the attached questionnaire.

**Akol Babra**

**Researcher**

## Appendix I

### Self-Administered Questionnaire to Respondents

<b>SECTION A: Personal variables</b>		
Under this section, please provide the most appropriate answer by ticking against the alternative you most agree with		
1	In which age bracket do you belong?	1. 20-29..... 2. 30-39..... 3. 40-49..... 4. 50-59..... 5. 60+.....
2	What is your Gender?	1. Male..... 2. Female.....
3	What is your current marital status?	1. Married..... 2. Single..... 3. Divorced..... 4. Widowed.....
4	Your highest education level attained	1. Certificate..... 2. Bachelors..... 3. Masters..... 4. Post graduate diploma 5. Doctorate.....
5.	Period you have worked in Okunguro Primary School	i) 2-5 years ii) 6-9 years iii) 10 and above

For each of the statements in the subsequent sections B, C and D, indicate you level of agreement by ticking one of the given statements using the following five-point scale: **Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly agree (5)**

**SECTION B: TO EXAMINE WHETHER THE GOVERNMENT PROVIDES THE NECESSARY RESOURCES TO ENABLE EVERY CHILD TO ENTER AND REMAIN IN SCHOOL.**

No.	Statement	1	2	3	4	5
1	The government organizes in-service training for teachers in this school					
2	The government provides teaching and learning materials for the school					
3	Monitoring and evaluation of teaching and learning is done in the school					
4	There are enough teachers for each subject offered at my school					
5	Apart from government, are there some organizations that assist the school with funding					
6	There are administrative practices and procedures that hinder teacher-performance					
7	District Education Officials and schools prepare, deploy, monitor and support teachers and their effectiveness					
8	The Ministry of Education and Sports take an active role in the professional development of teachers					
9	UNEB formulate well designed assessment system which measures the extent to which pupils are meeting the desired education standards.					

**SECTION C: TO ASSESS HOW GOVERNMENT HAS MADE BASIC EDUCATION ACCESSIBLE TO THE LEARNERS AND RELEVANT TO THEIR NEEDS**

No.	Statement	1	2	3	4	5
1	Lack of government support leads to poor performance of children					
2	There has been high pupil enrolment since the introduction of UPE					
3	There has been an increase in infrastructural development					
4	There has been improvement in teacher education					
5	A number of teachers have been trained under the UPE program					
6	The supply of scholastic materials including teaching/learning materials has improved					
7	The quality of education has improved since the introduction of UPE					
8	The quality of teacher education has improved					
9	Teacher to pupil ratio has improved					
10	The book to pupil ratio has improved					
11	UPE policy provides equal opportunity for all children to attend school					

**12. Kindly give your own personal view on what possible strategies can be adopted in order to successfully implement UPE in Uganda**

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**SECTION D: TO ASSESS HOW EDUCATION UNDER UPE INITIATES  
FUNDAMENTAL POSITIVE TRANSFORMATION TO ENSURE PERFORMANCE IN  
SCHOOLS**

<b>No.</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	Ministry of Education and Sports regulates Primary education by standardizing its curriculum.					
<b>2</b>	Universal Primary Education has been achieved for all its children.					
<b>3</b>	Candidates sitting their primary leaving examinations qualify for the next level of education,					
<b>4</b>	Primary education is considered the first level of formal education in which pupils follow a common basic curriculum.					
<b>5</b>	There has been a remarkable change since the inception of the Universal Education Programmes					
<b>6</b>	Successful candidates are admitted into four year secondary schools, as well as technical schools.					
<b>7</b>	Government has a number of training programmes with development partners for UPE graduates					
<b>8</b>	As a result of UPE more schools, institutions, colleges and universities have been established					
<b>9</b>	Student enrolments and institutions have exponentially increased because of UPE programme					
<b>10</b>	On successful completion of primary school, the pupils can go either for secondary education; or take a course in technical schools					
<b>11</b>	Universal Primary Education (UPE) ensures that citizens have the basic education needed for living a full life					

**THANK YOU**