

**PARENTS' ATTITUDES TOWARDS THE UNIVERSAL
SECONDARY EDUCATION IN WEST BUDAMA
COUNTY TORORO
DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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DECLARATION

I Obbo George, here declare that this research is my own original work and has not been presented for the award of a diploma or degree in any institution in or outside Uganda


Signed..... 


OBBO GEORGE

Date:..... 22/9/2008

APPROVAL

I hereby approve that I supervised this work and that to the best of my knowledge. It is original and has never been presented to any institution for the award of degree or diploma.

Signed..... 

Supervisor 

Date..... 

DEDICATION

To my beloved children,
Werenyalo Peace, Weremito Obbo Emmanuel and WereKindi Esther Beatrice. This is
your message

This world is a field for each of you to play on as actors. You are therefore to present
yourselves as brilliant dawn stars and learn to control your emotions on your own and
take care of every step you take in your lives, because you are fully accountable for it.

In whatever you do, remember to be vigilant and use the wisdom from above and
always have clear conscience, and let nobody or any other thing you meet in this
world rob your mind and divert your key principles in this polluted world.

Learn to surrender your problems to our savior Jesus Christ and He won't advertise to
other people. If you do this, you will not regret in all your days.

When hard time comes, do not easily give up but strive and exercise God's
unconditional love and faithfulness, then the will of God will be done. Keep towing in
the way the Spirit of God directs you.

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“Tough times needs tough people”

All this success I owe to my redeemer Jesus Christ who opened for me the door when I knocked !

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ABSTRACT

This study was intended to find out parent's attitudes towards the USE programme in Uganda. The study was carried in West Budama county in Tororo District.

A sample of four secondary schools under the USE programme was used. These schools included Kiyeyi High School, Mulanda parents secondary school, Katerema secondary school and Mahanga secondary school.

The parent's attitudes on USE was investigated under three research questions and these are:

1. What is the effect and relationship between human attitude and school performance?
2. what is the relevance of Universal education in Ugandan society?
3. Is there a connection between school enrolment and school academic performance especially under the USE?

The subjects of the study included parents and teachers who were drawn randomly from various schools. The study employed questionnaires, observation and oral interviews. The study comprised of chapters one to five, statement of the problem, objectives, significance, scope of the study. Chapter two has related literature and this handled: parents attitudes on USE, relationship between enrolment of USE to parents, society and government. Chapter three handles methodology while chapter four presents data presentation and interpretation and then chapter five presents discussion, conclusion and recommendations. In conclusion, the majority of the parents and teachers contain positive attitude towards the introduction of USE and are therefore ready to support it.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF THE STUDY.

Over the ages, nations have looked to education to solve some major problems raised in other areas of national life. In Britain for instance education system was regarded as an instrument for elimination of social and economic inequalities between the rich and the poor, the working and the peasant labouring classes. Hence steps were taken including making attendance at school compulsory for children till the age of 16 and making education free for all who want to avail themselves of it.

In the same connection, people and nations have advocated for universal education commonly known as education for all. Comenius, born in 1592 in Moravia today Czechoslovakia looked at education and universal education as a birth right of everybody which was to be provided by the state and was to cover everybody. To him, everybody was to be fully educated regardless of any difference (Akinpelu 1981).

Most African countries and others elsewhere have either recently launched or intended to launch campaigns to achieve free education. For the case of Primary education for instance, Kenya made the first four classes free in 1974 and subsequently removed fees from the other primary classes. Tanzania, Nigeria and Bangladesh launched Universal Primary Education (UPE) programmes in 1976, 1977 and 1980 respectively.

Uganda like other countries has emphasized the provision of education to its people at all levels, free pre-primary to University levels. The emphasis and commitment is evidenced by the steps taken to provide the education to people especially at Primary (UPE) programme and secondary, the (USE) programmes.

In 1997, Uganda government launched Universal primary education which aimed at providing basic education to all school age going children between the ages of 6 and 18, and also to allow children of the poor acquire the education among other objectives.

In 2007, the government again launched the universal secondary education with a number of objectives and guidelines. But as it's always said that introduction of a new thing has to meet people's different responses, resistance or acceptance, the UPE in Uganda faced many challenges and met various responses from the community. Among others high enrolment, drop out, absenteeism, lack of mid-day meals as well as shortage of facilities like classrooms, toilets, space and textbooks. (Uganda ministry of education and sports 2004). So with the outcomes of UPE programme, the universal secondary education may also face similar challenges and problems or not.

The Ugandan community got divided on UPE programme some supported and some criticized it. The advocates of qualitative education looked at things like the number of UPE beneficiaries (quality), resources, opportunities, and dropping out, behaviour

Peters (page 227) gives detailed pieces of assumed evidence which are not necessary to attribute the fall of education standards. This study therefore intends to view the Universal secondary education launched in 2007 in relation to the attitudes parents possess about it.

The universal secondary education (USE) in Uganda context is defined as the equitable provision of quality post primary education and training to all Ugandan students who successfully completed primary leaving Examinations (PLE).

1.1 IMPLEMENTATION OF USE

The government set in place modalities of implementing the USE programme. The government thus state:

- a) USE will be voluntary at initial stages and students will be free to join any school of their choice that is under the USE or out of the programme.
- b) USE will be implemented in phases starting with only senior one in 2007 and scaling up to senior four in subsequent years,
- c) The policy targets those pupils who completed primary seven and sat PLE in the school year measure.

The government under its guidelines permits:

- i) Schools charging less than Uganda shillings 75,000/= per term per student to participate in the programme at the initial stages.
- ii) Pupils who score aggregates ranging from 4 to 32 in the academic year 2006 will be eligible for USE programme.
- iii) On finances i) the USE is to cover non boarding expenses for students enrolling in eligible and deserving government aided schools enrolling primary seven
- iv) The government promised to pay fixed grant of 7million to every participating government school per academic term and a tuition fee of 29,420/= per student per academic term.

The minimum class size of 60 students is recommended per a stream, that is a student classroom ratio of 60:1 the government also puts in place measures to ensure success in the programme. Among the measures including ensuring discipline, law and order, reviewing the curriculum for secondary education under USE, empowering the boards of governors in monitoring and supervision, committing parents or guardians to provide lunch, uniforms, stationery and medical care as well as textbooks, provision of necessary personnel to government aided secondary schools. Provision of basic infrastructure, instructional materials and basic equipment ascertaining enrolment in senior one, and empowering the local governments working with school board of governors and other stakeholders to play key roles in the management and administration of the USE programme in their localities. It is on this background that this study is designed to explore parents' attitudes towards the universal secondary education.

1.2 STATEMENT OF THE PROBLEM

Generally in our private lives, our attitudes influence our participation in various activities. The problem identified in this study therefore is to find out the attitudes of parents about the universal secondary education in Uganda.

1.3 OBJECTIVES OF THE STUDY

The general objectives of the study is to determine parents' attitudes towards the Universal Secondary Education in Uganda.

1.3.0 SPECIFIC OBJECTIVES

- i) Find out parents attitudes towards the Universal Secondary education.
- ii) Determine the relationship between parents attitudes towards enrolment in USE and performance of students in secondary schools
- iii) Determine the relevancy of the universal secondary Education to the parents, society and government.

1.4 SIGNIFICANCE OF THE STUDY

It is here hoped that the findings of this study will go along way to:

- i) Help parents value and embrace the USE programme
- ii) Help to establish parents' attitudes towards USE and their consequences towards child learning and child education in general.
- iii) Help education planners to learn parents' attitudes towards USE and help them determine effects of attitudes towards any human endeavors

1.5 THE SCOPE OF THE STUDY

This study was carried out in West Budama county in Tororo district. This area has been selected because it has a number of secondary schools, that is both private and government aided which are participating in the USE programme.

Its also an area where the investigator comes from and therefore well acquainted with. In addition to that the area could be easily accessible to the researcher.

The researcher used simple random sampling technique to choose both the schools and respondents this is to provide equal opportunities for each sample to be part of the study. This method was used because not all schools would be reached to enable the respondents to give the necessary information. Hence the few would be used to represent the 'whole' in providing the useful and needed information.

On the other side of the limitations, the investigator had fears that are expected to retard the smooth running of large number of respondents who would equally provide useful information to this study, shortage of time for research work since school demands are to be satisfied at the same time, shortage of funds for research work, transport and publishing the research books including daily needs which are to be catered for. The investigator also felt that shyness of the respondents would be a problem in data collection.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 IN RELATION TO THIS PROBLEM, THERE ARE SOUND STUDIES CARRIED OUT BY A NUMBER OF RESEARCHERS WHO HAVE MADE EFFORTS TO EXPLORE THE BEHAVIOURAL CONSEQUENCES OF CERTAIN KINDS OF ATTITUDES. Rotter received a number of studies that

support the hypothesis that a person who feels she or he can control his or her environment is likely to:

- i) Be more alert to those aspects of the environment which provide useful information for his or her future.
- ii) Take steps to improve his or her environmental conditions
- ii) Place greater value on skills of achieving reinforcements and be generally concerned with his or her ability

The literature review was done under the following sub-headings:

1. Parents' attitudes towards the universal secondary education
2. Determine the relationship between parents' attitudes and performance of students in secondary schools.
3. Determine the relevancy of the universal secondary education to the parents, society and government.

2.2 PARENTS' ATTITUDES TOWARDS UNIVERSAL SECONDARY EDUCATION(USE)

There is mention made here right from the beginning that Uganda's experiences under the universal Primary education (UPE) would be used here and there as guideline to universal secondary Education (USE).

As observed by advocates of universal Education and countries that have launched universal education it has been approved that it calls for the joint effort between parents, non government organizations (NGOs) and the entire community.

Kuta J. F 1997, in the monitor newspaper of 5th Nov, 1997, suggested that the community's participation in the universal education programme will make it a success. She states; "You should not only leave government on the UPE programme because it requires full participation and contribution of both parents, teachers, government and the entire community. And that parents should set aside one day to participate in community activities that contribute to the success of the UPE. So the same will be applied to the USE community....."

Nakacwa P. (1997) praised government of Uganda for implementing the UPE because it gave chance to poor parents to buy only scholastic materials like exercise books, pens, pencils and mathematical sets. It also paved way for poor children to go to and attend schools, parents were also to provide lunch to their children participate in building of schools using local materials and so should do to the USE programme.

Parents and the entire community should appreciate government's initiative of providing USE. The type of attitude held by them will influence many activities in the programme for example, its success, failure, quality of education among others.

Peters (1981) in this connection explains at length that effective parents willingly share emotions and feelings. That is enthusiasm, affection, patience, sadness, interest and care about their children.

Peter further talks of the quality of education under the universal education programme. He continues to caution the society to understand the objectives, the context and conceptions of which different people have about universal education.

He quotes "it is being assumed that the advocates of this type of education are sincere and not just using the slogan as a cover for inaction or for denying the common people their right to state sponsored-free education"

He added that "the intention is not to spoil the concept of education on which its believed that only a few can benefit from education and deserve to be educated at the state expenses. He finally cautions that let these observations be with the best motives".

2.3 DETERMINE THE RELATIONSHIP BETWEEN PARENTS ATTITUDES TOWARDS ENROLMENT IN USE AND PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS

The introduction of Universal Education comes with its own policy objectives that guide its implementation. This study line attempts to find the relationship between such policies and performance under the programme. One of the expected elements of universal education is rise in number of the learners. Uganda estimated UPE entrants (1997) to be 40 million but realized 5.2 million. This rise is expected to cause many challenges to its performance just as it was to UPE such challenges may include shortage of teachers, classrooms, instructional materials, facilities like toilets, safe water, furniture and others.

The launching of universal education be it primary or secondary calls for many learners who were formerly out of school(at home). This statement is supported by the New vision Newspaper of Monday, March 2nd 1998, volume B which reported that: “The headcount in August 1997 showed that most new pupils were enrolled in the first two classes of primary one and two (carasco 1997/98)”.

The increased number of children in the primary schools therefore led to increased demand for teachers. This study intends to find out the situation with the USE as well. Failures to make a check on the provision of educational requirements then decline in education quality is realized. This leads to lose of morale and confidence.

Kabiru (1994) observed that “As a result of increasing decline in the quality of education, parents are losing confidence in public funded education system and increasingly turning up to private education.” One big challenge the government of Uganda experienced under the UPE which to the researcher may happen to USE is the unique challenge of how to reorientation and equip both trained and untrained teachers with basic skills and techniques for handling large classes under and above or over aged in a situation where facilities and instructional materials are lacking or inadequate. For the case of the USE, Uganda government having launched UPE drew a target of expanding the education sector to accommodate more learners and eliminating disparities in terms of access and performance with special emphasis on removing gender and regional imbalances. The expansion of secondary education under the USE is aimed at absorbing primary school learners and dropouts.

It has been a common practice for secondary schools to select students who duly pass PLE. But for the case of the USE, pupils who score aggregates ranging from 4-32 in the academic year 2006 were eligible for the USE programme. And also that the minimum class size of 60 students is recommended per stream, that is a student classroom ratio of 60:1.

It is the researcher's view that something be done to those pupils who perform quite poorly at PLE in relation to enrolment in USE programme. People learn at their own paces due to individual differences. Mixing the better performers and or with the low performers may result into some academic problems under the USE.

Callaham C.(1982) states that: "All people learn in their own paces. It is therefore wrong to believe that any teaching strategy or school organization treat people alike. The individual differences in learners require that teachers find teaching strategies and tactics that accommodate individual differences."

It is always observed that there is conflict between universal education and the quality of education offered. It is also noted that universal education brings with it high enrolment rates that is caused by high population growth rates, high expenditures, lack and shortages of infrastructure and many other requirements, high drop outs, criticism among others. While other people say its irrelevant and finally contributes to unemployment and the type of education is of low quality.

Nafula J. in a Daily monitor Newspaper of Monday October 22nd 2007 states that "the quality of education that is being provided under the universal education leaves a lot to be desired.....". that "..... In the coming year they should provide focus in which parties that hold similar beliefs can come together and exchange views on matters of policy and democracy....." She therefore calls for the democratic Union of Africa (DUA) to come in and help.

2.4 DETERMINE THE RELEVANCY OF UNIVERSAL SECONDARY EDUCATION (USE) TO THE PARENTS, SOCIETY AND GOVERNMENT

Comenius born in Moravia 1592, looked at education and the universal education as a birth right of everybody which was to be provided by the state and was to cover everybody. To him, everybody was to be fully educated regardless of any differences (Akinpelu 1981). Since this time it has remained a responsibility of various governments to provide such education to its people.

Uganda government saw that a good number of pupils were not in school due to poverty. The launching of UPE for that case and later USE saved those victims by giving them chance to attend school. This move will help in reducing illiteracy level in the country; will also help in elimination and eradication of poverty and diseases among other benefits (Uganda 2004).

To the nation, the introduction of the Universal Education especially the USE will reduce the drop out rate from primary to secondary school education levels. The nation will also obtain an enlightened labor source in the future.

ii) Oral interviews

iii) Observation

The questionnaire and oral interview will be administered to parents and teachers while observation will be used to see the physical appearance and situations of these schools offering the USE in this county.

3.3 PROCEDURE

The research study will take place during school time. Visits will be made to these schools for introduction and creation of relationship or familiarity, and selecting the research subjects. Finally, questionnaires will be distributed to the subjects of study. The duly completed questionnaires will be collected for presentation and analysis.

3.4 DATA PRESENTATION AND ANALYSIS

The data to be collected would be based on the questionnaires and interviews. The data would be coded, tabulated, interpreted and analyzed. The data analysis would be through descriptive method. Frequency tables and real figures would be used to represent the number of outcomes. Finally, findings of the study would be discussed and then conclusion be drawn or made.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents raw data as obtained from the respondents. The information has been carefully analyzed and recorded in tables according to their occurrences. The other remaining information which is not found in tables is included in chapter five under discussion from all questionnaires used in the study. Table one shows enrolment under the USE in the selected schools. In it student enrolment has been categorized and a number of responses given per category the highest and lowest enrolment indicated for both boys and girls in each category in the various schools(classes)

Table 1: Student enrolment under the USE in the selected schools- classes

ENROLMENT	NUMBER OF RESPONDENTS	HIGHEST ENROLMENT		LOWEST ENROLMENT	
		BOYS	GIRLS	BOYS	GIRLS
0-60	4	31	28	22	19
61-100	3	55	34	35	22
101-150	14	80	72	60	34
151	0.3	120	99	99	69

The table above indicates that four schools confirm with government recommendation of 60 students per stream under USE programme. Three had students from 61-100, fourteen respondents have students lying between 101-150 and three have students from 150 and above.

It also reveals that the highest enrolment are of the male students in various schools or classes per category ranging from 31-120 and girls (female) students range from 28-99. the table lastly gives the lowest student enrolment for both sexes per category. Male ranging from 22-99 and female from 19-69 students (see the table above). Table 2: shows teachers and parents' responses on the introduction of the USE in Uganda. This was targeted by items 1,2 and 3 on parents questionnaire

Table 2: teachers' and parents' responses on the introduction of the USE programme in Uganda

RESPONDENTS	QUESTION	RESPONSES		
		POSITIVE	NEGATIVE	UNDECIDED
TEACHERS	What is your response towards USE in Uganda?	12	9	3
	Do you think the USE programme will help this nation?	18	6	0
PARENTS	Parents or community highly welcomed the USE programme	24	8	0
	Are you happy with governments' introduction of USE programme?	22	10	0
	Do you have a child under the USE programme?	21	11	0

The table 2 above reveals that the majority (12) of the teachers were positive to the introduction of the USE in Uganda while (9) were negative and (3) undecided. Eighteen (18) teachers accepted that the USE will help this nation greatly while six(6) reject.

On the parents, twenty four highly welcomed the USE programme and only eight did not.

In the same connection, twenty two (22) parents were happy with the programme and ten (10) were not. The table lastly reveals that the majority of the parents had children under the USE programme and eleven (11) did not.

Table 3: shows teachers and parents’ responses on assistance to be rendered to the USE programme. This issue was targeted by item 5 and 6 in the teacher’s questionnaires and item 5 in the parents’ questionnaire.

RESPONDENT	QUESTION	RESPONSES	
		YES	NO
TEACHERS	Has your school acquired : i) Instructional materials for USE?	18	6
	ii) Structures (toilets, classrooms, laboratory)	12	14
	iii) Desks and chairs, cupboards?	14	10
	Does the government regularly supply required materials to your school?	Regularly 0	Not regularly 24
PARENTS	Do you think parents and community need to assist the government in the USE programme?	21	11

As already hinted that attitude has an impact on performance. There is a relationship between attitude and performance in human life and activity.

Table 3 shows a reflection of attitude in terms of assistance by parents and community. The table revealed that the majority of respondents accepted receiving instructional materials, structures and furniture from government. But they still report that they (instructional) materials are still inadequate

On regular supply of these materials, all the respondents reported that the government supplies to the USE schools is not regular. That is, comes after some time. The findings in the same connection reveal that majority of the parents (21 out of 32) see the need to assist government in the programme. These findings are in the line with ROTTER (1999) who supports by saying that “A person who feels she or he can control his or her environment is likely to be alert to those aspects, take steps to improve the environmental conditions and place great value on skills of achieving reinforcements and be generally concerned with his or her ability.

On supply of required materials to the USE programme the findings reveal that there is commitment on the side of government though still inadequate. Many nations which have launched Universal education have found it quite expensive needing various support from various bodies. KUKA J.F (1997) emphasized community's participation on Universal education as a root for success.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This study aimed at finding parents' attitudes towards the Universal Secondary Education (USE) in Uganda. The data presented in chapter four is hereby discussed and conclusion including recommendations made. It will be presented following the objectives of the study as indicated in chapter one.

Table one in chapter four revealed that only (4) classes had total enrolment (60) as required by the government under USE published by the ministry of Education and Sports, Uganda Government has it that "the minimum class size of 60 students is recommended per stream, that is a student classroom ratio of 60:1" The remaining classes reported having above the number to be manned by individual teachers. The table also acknowledges a fair enrollment of boys and girls in education. The researcher attributes this increased enrolment to government's commitment to pay for tuition fees in the USE Programme and the policy which allows pupils who score aggregates ranging from 4-32 to enter the USE.

On parents and teachers' attitudes on the USE Programme, table 2 revealed that the majority of teachers (12) and parents (22) have positive attitude towards the USE in Uganda with various reasons and hope for its future outcomes. In this connection (18) teachers agree that the Programme will help this country's future

The majority teachers (6) and parents (8) who have negative attitude also had varied reasons found here under.

Twenty-one (21) out of 32 respondents accepted having children in the USE programme. The eleven who did not have gave the reasons as having children who have already gone beyond senior one and two level to benefit from the programme. Some expressed fear of low performance of students in future as is said about the UPE programme due to large number of students, inadequate number of teachers, instructional materials among others.

When asked to explain how the USE programme will help this nation the respondents had these to say:

That it will help to –eradicate poverty, illiteracy, ignorance and disease .And that it has helped the poor and orphans to attain secondary level of education by eliminating fees burden from p[parents].

The findings to this effect is supported by various authors ;like RUSK in his book entitled Doctrines of great Educators.Nakachwa (1997), Peters(1981) where they share similar view that introduction of Universal education gives chance to the poor, orphans and all those handicapped in various ways. Peters on his side explains that effective parents willingly share emotions and feelings that is enthusiasm, affection, patience, sadness, interest and care for their children.

The researcher therefore assumes from the responses that the poor, orphans and the disabled including some abled citizens are in favor of the programme. This does not rule out the fact that some others have a negative attitude as reported in the table

5.1 CONCLUSION

The conclusion of this study is based on the outcomes from the previous respondents. The study was based on the following research questions:

1. What is the effect and relationship between human attitude and school performance?
2. What is the relevancy of universal education in Ugandan society?
3. Is there a connection between school enrolment and school academic performance especially under the USE?

The findings of this study revealed that:

- a) The majority of the parents and teachers welcomed and supported the USE programme.
- b) The majority parents and teachers accept to take responsibility in helping the government to support the USE programme.
- c) Student enrolment under the USE is high in most schools studied, thus calling for a decrease.

- d) Government fully supports the USE programme but still needs to double efforts to provide required materials and standards. Majority schools receive educational materials while few report receiving less.
- e) The majority parents and teachers have positive attitudes towards the programme while few have negative.

In conclusion to these findings, the research questions are here answered:

5.2 RECOMMENDATIONS

In view of the topic under study and in line with the findings of this study, the investigator presents these recommendations as a guide to future success of the USE programme.

- a) Government should provide enough teachers in the USE schools and control the classroom student ratio to below 60. And where possible introduce double shifts to reduce congestion of students in single classrooms.
- b) Government should continue providing relevant scholastic materials to USE schools to ease teachers and students work and help students read on their own for better results in future as is the case with other regular schools.
- c) Parents and community should be fully sensitized to embrace the programme and provide necessary assistance to the programme to supplement government's efforts for the good of the programme and students.
- d) More schools be created to support the programme especially in urban and rural populated areas. This will reduce student high population in some of these schools.
- e) Regular provision of funds be made by government to help the school managers plan well and in time so as to benefit the recipients or beneficiaries.
- f) Close supervision and monitoring of the USE schools be made so as to enforce hard work amongst teachers and students and pave way for better performance and future success of the programme.

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APPENDICES

OBSERVATION GUIDE

The investigator intends to observe the following:

1. The size of the classes under the USE schools.
2. The sitting arrangement and the space between individual students in the classes.
3. marking of exercise especially on practical subjects like mathematics, English language which have to be marked and corrections made on routine basis
4. Time taken during the evaluation of the learners on daily basis.
5. The participation of the learners during the lesson procession.

Teacher's interview guide

Dear Teacher,

This questionnaire is intended to collect information on universal secondary education (USE) in Uganda. You are kindly requested to complete the questions provided for the good of our children and country.

Questions

1. How many students are in your class?

Boys Girls

2. What is your response towards the USE programme in Uganda?

.....
.....
.....

3. Do you think the USE will help this country?

.....
.....

b) How?

.....
.....
.....

4. What is your comment about government policy in allowing pupils who obtain 4-32 aggregates to join the USE?

.....
.....

5. a) Has your school acquired:

i) Instructional materials for USE?.....

ii) Structures (toilets, classrooms, laboratory)?.....

iii) Desks of your own?.....

b) If no, how do you fill the gap of missing requirements?

.....
.....

6. a) Does government regularly supply required materials to schools?

.....
.....

b) Give examples of such supplies

.....
.....
.....

7. a) What is your response on the work load in the school under USE?

.....
.....
.....

b) Are you happy or comfortable with the work load?

.....

d) Explain your answer above

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PARENTS' QUESTIONNAIRE

Dear parent,

This questionnaire is intended to collect information on Universal Secondary Education (USE) in Uganda. You are kindly requested to complete the questions provided for the good of our children and country.

Your co-operation is highly appreciated

QUESTIONS

1. Parents or community highly welcomed and appreciated the introduction of USE in Uganda (Tick one)

Yes No

2. a) You have a child in the USE programme

Yes No

b) If no, why?

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3. a) You are happy with government's introduction of USE in Uganda?

Yes No

b) Support your answer above

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4. In your own experience and interaction with other people comment on the USE in Uganda

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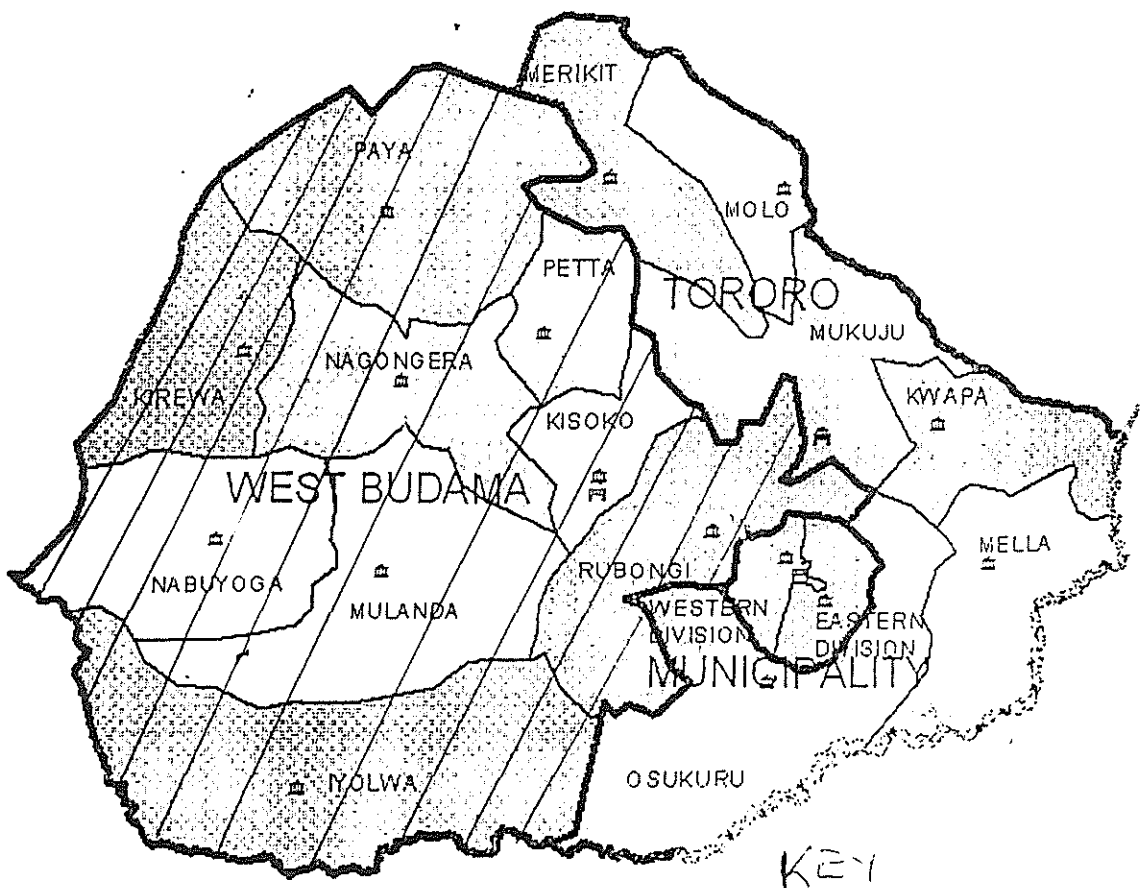
5. a) Do you think parents or community need to assist the government in the USE programme?

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b) Give examples of such assistance.

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TORORO DISTRICT
ADMINISTRATIVE UNITS



KEY
Area of Study