

**SCHOOL MANAGEMENT AND UNIVERSAL PRIMARY EDUCATION POLICY  
IMPLEMENTATION IN KOBOKO MUNICIPALITY- UGANDA**

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UNIVERSITY**

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**DECLARATION A**

I declare that this thesis is my original work and has not been submitted to this or any other university for any award. All the sources that I have quoted have been acknowledged by means of references as indicated in the thesis.

Sign .....

Date.....

**Yobuta Aluma Micheal**

## DECLARATION B

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

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Name and Signature of Supervisor

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Date

## **DEDICATION**

To my wife Celina Wilaru, who has always stood by my side throughout my years of study.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for the sound health and provision to allow me to finish my studies in Kampala International University in the first and second degree levels. Deep appreciation goes to all the lecturers of Kampala International University for their Godly devotion in teaching. Special regards are directed to Dr Sofia Gaito, and Professor Salami for their tireless efforts in guiding me on research writing. I would like to recognize my classmates for continuous support in group discussion on research work.

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I would like to recognize and appreciate the work and art of all the authors whose books and journals have been cited. Their references are a strong motivation to me as the researcher. Lastly may the Almighty God reward all of you abundantly.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

UNESCO	United Nations Educational, Scientific and Cultural Organization
UPC	Uganda People’s Congress
UPE	Universal Primary Education
HIPC	Heavily Indebted Poor Countries
SSA	Sub Saharan Africa
EFA	Education for All
MOEST	Ministry of Education and Sports and Technology
EPRC	Education Policy Review Commission
ELT	Exponential Learning Theory
ICESCR	International Covenant on Economic, Social and Cultural Rights
CRC	Conventions on the Rights of the Child
SPSS	Statistical Packages of Social Sciences
SMC	School Management Committee
MEO	Municipal Education Officer
P/S	Primary school
MDG	Millennium development goals
PTA	Parents Teachers’ Association
LSI	Learning Style Inventory
UNHCR	United Nation High Commission for Refugees
TDMS	Teacher Development and Management System
IMU	Instructional Material Unit
SFG	School Facility Grant
HOD	Head of Department
HOS	Head of Subject
SWT	Senior Woman Teacher

## ABSTRACT

The study investigated the relationship between School Management and Universal Primary Education Policy implementation in Koboko Municipality, Uganda. The study was guided by objectives; to find out the relationship between planning and UPE policy implementation, to measure the relationship between organising and UPE policy implementation, to determine the relationship between staffing and UPE policy implementation, and to examine the relationship between budgeting and UPE policy implementation. A descriptive survey research design was employed in the study. The total population involved 189 respondents from the research area. A questionnaire was personally administered by the researcher. The data was analysed using frequency and percentage, mean and standard deviation. Pearson linear correlation was used to establish the relationship between School management and UPE policy implementation in Koboko Municipal primary schools. The results showed that there was positive relationship between School management and UPE policy implementation ( $r=0.895$ ;  $p<0.01$ ). The study concluded that the implementation of UPE was not all that effective because of inadequate resources and facilities. In addition, human resource and instructional materials the government is trying to supply are inadequate as a result of the growing population from the indigenous and refugee children from Sudan. The government should try to capture population in Koboko municipality over a period of time to estimate supplies adequately to schools and also request UNHCR to play part in supporting the schools for effective policy implementation. In all her efforts to implement UPE, involvement of school management at grassroots level to run schools should be a priority.

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter covers the background of the study, the problem statement, the purpose of the study, the research objectives, research questions, the scope of the study and the significance of the study.

### **1.1 Background to the Study**

The background of the study comprises of the historical perspective, the theoretical perspective, the conceptual perspective and contextual perspective.

#### **1.1.1 Historical Perspective**

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality. In his analysis, Byamugisha, (2005) provides unempirical evidence which create a well benchmarked approach regarding how effective the traditional approach of education was achieved. Universal Primary Education (UPE) policy in the form of fee abolition has become popular in many countries in sub-Saharan Africa (SSA) since the mid 1990s in order to achieve Education for All (EFA) (Avenstrup et al. 2004; UNESCO 2008).

The Human Rights Charter treats education as one of the human rights. Bray (1996) indicates that in 1948 the Universal Declaration of Human Rights laid down Article 26, that everyone had the right to education and that education would be free, at least in the elementary and fundamental stages. Between 1971 and 1985, the status of the primary education in Uganda's education system was poor as a result of disruption by the political and economic instability caused by military coups and the resultant general insecurity (Republic of Uganda, 2005). For instance the allocation of funds to the education sector declined from 3.4% to 1.4% of the annual budget between 1971 and 1985 while most of the burden of financing education was left for the parents to bear, Infrastructure had been completely destroyed. Above all management and planning of education was inadequate at all levels of education, while the curriculum and related assessment systems were outdated (IOB 2008:39).

Education for all has been discussed in international forums, for example United Nations Educational Scientific and Cultural Organization (UNESCO) World Conference at Jomtien, Thailand in 1990 and its follow-up in Dakar, Senegal in 2000 (Kelly, 2000). Consequently, governments around the world have invested huge amounts of their expenditure on education. Before independence, education for most of the African countries including Uganda was geared towards perpetuating and producing aims and content inherited from the pre-independent past (Fraser Education Report, 1909). The current re-thinking, however, ensures that the African is rooted in the culture of her environment and prepared for participation in nation building through educational reforms (Republic of Uganda, 2005).

In the context of Uganda, the education reforms sprung up soon after the takeover of the government by National Resistance Movement (NRM) in 1986. This was also followed by the adoption of the Universal Primary Education (UPE) policy in 1997. This enhanced devolution of power of management of schools. For example the establishment of School Management Committees (SMC) in primary schools legally to represent the Ministry of Education at school level. This was coupled by the formation of Parent Teacher Association (PTA) as voluntary bodies in Primary that confirmed the devolution of powers to the local people at grass roots level to make their own decisions, plan, implement, control and monitor their School activity plan. (Davis B. 2003)

A major intervention in the implementation of Universal Primary Education (UPE) in Uganda was the introduction of Free Primary Education (FPE) in 1997. A number of issues emerged under UPE notably mismatch between high population enrolment and verses low recruitment of teachers, inadequate classrooms and latrines, inadequate textbooks and facilities like desks tables chairs and automatic promotion, late disbursement of UPE grants. The outcome of this has been the declining performance trends among most UPE schools, academic achievement under UPE can not be praised.

UWEZO (2015) shows that literacy and numeracy competencies for primary 3-7 pupils that 42% of these could read Primary Two story, 50% could perform with numeracy tasks up to division and 33% had full competences i.e, they could perform all literacy and numeracy tasks. The findings from UWEZO assessment were very similar and the results over the past four rounds of assessment indicate no change in learning outcomes.

The school management committee in Uganda are mandated to undertake critical responsibilities in the proper management of the schools. However, school management committee have not effectively carried out their roles in Koboko Municipality in terms of co-ordinating school programs policy making towards pupils progress. There have been a number of issues facing the school management committees. The SMCs do not appear to be effective in many schools due to the following factors; Some Head-teachers and teachers take ignorance of their existence and refuse to accept them as part of the management system, while some SMCs are competing with the Parents Teachers Association (PTA). This aspect has undermined their level of effectiveness. And some members of SMCs do not understand their roles. All these factors led to ineffectiveness of the committees that impacted on UPE policy implementation. This study seeks to examine the relationship between School Management and UPE Policy Implementation specifically within the context of UPE primary schools in Koboko Municipality. The research is seeking to establish relationship in these aspects; Is there relationship between planning and UPE policy implementation? What relationship is there between organising and UPE policy implementation? Is there any relationship between staffing and UPE policy implementation? Is there any relationship between budgeting and UPE policy implementation.

### **1.1.2 Theoretical perspective**

The study was guided by the systems approach theory as proposed by Ludwig Van Bertalanffy in 1956. The theory states that a system is a set of inter-connected and inter-related elements directed to achieve certain goals. This theory views an organization as an organic and open system composed of many sub-systems. As a system, an organization is composed of a number of sub-systems. All these sub-systems operate in an interdependent and interactional relationship. The various sub systems or stakeholders of an organization are linked with each other through communication, decision, authority, responsibility, relationships, objectives, policies, procedures and other aspects of coordinating mechanism.

The ultimate influence of UPE policy implementation in Koboko Municipality is playing a leading role by the SMCs in ensuring that the various partners in the school education system relate well so as to attain good performance. This theory also implies that if SMC relates well with school stakeholders: school administration, teachers, parents, community and local leadership by establishing a good school environment that support conducive teaching-learning condition, good communications about school programs and children's progress; participation in decision making, providing the necessities that fathom the students' academic excellence, then there would be good academic achievement by the child.

For better implementation of UPE policy to be realized in Koboko municipality, the various sub systems in the Universal Primary Education system must work as a unit. The motivation of teachers, effective monitoring and budgeting, SMC routine visits and supervision, resource mobilization by SMC must all be linked as a unit for improved teaching-learning conditions so as to enhance learners' academic achievement.

### **1.1.3 Conceptual perspective**

The study focuses on the relationship between School Management Committee (SMC) and UPE policy implementation. In this context SMC is the means to achieve the ideal output while UPE policy implementation is the ideal outcome. The role of SMC in this study will be assessed based on planning, organising, staffing, budgeting, monitoring, supervision and resource mobilisation. SMC in this study is the independent variable while UPE policy implementation is the dependent variable.



Management refers to the process of working with and through others to attain organisational objectives in changing environment. Franklin (2002) define management as a distinct process consisting of activities planning, organisation , activity and controlling performance to determine and accomplish stated objectives with the use of human being's and other resources. This means that members of SMC are therefore expected to work with and through the Head teacher's, teacher's, parents and other educational stakeholders to enhance learners academic achievement. According to Dakar Framework of Action (2000),the experience of decade has underscored the need for better governance of school systems in terms of efficiency, accountability and transparency and flexibility so that they can respond more effectively to the diverse and continually changing needs of the learners.

According to Adeola (2013), School based management is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in administration, monitoring, evaluation and review of education policy issues for suitable goal oriented governance and effective teaching and learning activities to achieve standards and quality learning outcomes in schools.

In this study, the dependent variable is UPE policy implementations. When UPE was introduced, the population shot high as a result there was demand for construction of classrooms. Classrooms constructed should be spacious to allow children and teachers move freely without causing accident. The classrooms should be properly ventilated and with a good blackboard. The construction should be in such way that the physically impaired school have access into the classrooms

Control of enrolment; Maintaining enrolment in schools might be difficult yet unless things like tuition fees, examination fees, purchase of uniforms and textbooks, game fees, contribution to school repairs, school guards, book keeping, teacher resource centres, food, among others, are removed as a burden from the hands of parents. The level of poverty in Uganda is still high therefore parents who are poor cannot afford to keep children at school if the number is more than.

Procurement of adequate facilities; Facilities like desks, chairs, tables, containers for washing hands after visiting latrines and for washing hands before and after meals should be adequately purchased at school. A school should be made a home for children to stay in by

providing all the facilities needed. Metal boxes for keeping girl pads and the pads need to be kept at school not forgetting bathing shelters for girls hygiene. Children should feel contented while at school.

Recruitment of qualified teachers is vital for effective planning and management in UPE policy implementation. Provision of curriculum, monitoring and assessment of standards in a school can be effectively implemented by training and recruiting teachers. Stricherz (2001) stated that quality education can only be achieved through recruitment of well trained teachers and active learning technique, adequate facility and learning materials, a relevant curriculum that builds upon the knowledge and experience of the teachers and the learners. In a school setting, qualification and experience of a teacher determines his productivity. The teacher is a person who helps other to acquire knowledge competences (Rychen and Salganik, 2003).

Funding policy in schools is the demand and cost of education to address institutional problems with government on the lead. Implementation of the policy requires funds for construction of classrooms and latrines, procurement of adequate facilities, recruitment of qualified staff unlike before UPE was introduced , parents take the burden of majority of the stated items. (United Nation Global Education,( 2015).

#### **1.1.4 Contextual Perspective**

In May 1996 during the first direct presidential elections where President Museveni made it a campaign platform issue in his manifesto and promised free primary education to four children per family if he is elected. On being elected President, in December 1996 he fulfilled his pledge and announced that UPE implementation was to begin in January 1997. This marked the breakthrough in the quest to achieve UPE in Uganda (MoES 1999:9). The free primary education policy has been described as laudable Hallinger., (2004): because of its effects on gross enrolment rate (GER) which increased from 92% in 2002 to 104% in 2003 of the school age children population Hallinger, (2004), resulting in more than 1.5 million children who were previously out of school joining primary schools (UNESCO, 2005).

This increase in enrolment came with its problems in the implementation of the UPE policy in most schools. This review is supported by Nishimura, (2009) who pointed out that teachers need to be adequately recruited and have continuous professional growth and development in order to be competent to handle change. There is a widespread failure with respect to teachers and the treading profession, the government control the remuneration and may often say no to

urgently encouraging the implementation of a progressive reward system,(Mendez-Marse,2000) . Classrooms in the municipality still remain congested and inadequate despite government effort to construct more. Most schools of Koboko municipality have majority of their teachers operating 4to 5 km away from school apart from the few schools in the centre of the town .(MEOs report 2017)

According to Mendez-Marse, (2000) ,there is also an issue associated with teaching learning materials. Most schools lack instructional materials for pupils with special learning Needs and those given to schools are either inadequate or inappropriate. It is essential that instructional materials provided to schools should be adequate, appropriate with due consideration for Special Needs Children in the schools and adequate teachers including that of SNE should be deployed to encourage SNE children to benefit from the free education for all.

School facilities in Koboko municipality are inadequate and poorly maintained as a result of the large number of pupils. More constructions of classrooms and latrines needed and maintenance of the old ones also taken into consideration.. Provision of fences to all schools in the Municipality to protect pupils and enhance the learning environment and deter animals and other people from the surrounding from destroying school property like classrooms, trees, posters and misuse of toilet facilities in the school is a necessity. In some schools, latrines need to be built and separated in accordance to sex that is to say boys and girls and construction of teachers' houses especially those far from town need to be taken into consideration, (MEOs Report 2016).

UPE capitation grant is given to schools based on the enrolment that is why urban schools which are thickly populated get more grants than rural schools whose parents are of poor economic background. There is need to revise this from unit cost per child to the needs of the school factoring on the location and background of the pupils. This factor has contributed to more school dropout in schools outside the town than those in the town.(MEOs Report 2016)

## **1.2 Statement of the Problem**

Despite the fact that primary education has continued to expand, school management in Koboko municipality have continued to face problems in UPE policy implementation due to poor organising, planning, staffing and budgeting leading to over ambitious objectives, lack of consistency and transparency on the side of the school administrator. So the need to

develop school management framework defining the major domains of responsibility for school managers and allowing for contextualisation of local and school level criteria is wanting and this should be done with the involvement of the professionals in the field. It is for this that the research is being carried to bridge the gap.

Despite government's intervention in providing the requirements for UPE policy implementation, it is clear that the ever growing enrolment needs proper funding, recruitment of more qualified teachers, construction of more classrooms and latrines and procurement of adequate facilities if quality performance is to be realised in Koboko Municipality. Unless stakeholders collect resources to supplement government efforts in UPE policy implementation, quality performance in Koboko Municipality will remain a dream.(AGA-KHAN report 2016). It is for the above identified problems that the research is being carried to bridge the gap.

### **1.3 Purpose of the study**

The purpose of the study was to determine the relationship between the school management and the UPE policy implementation in Koboko Municipality, Uganda.

### **1.4 Objectives**

- i. To find out the relationship between planning and UPE Policy implementation
- ii. To measure the relationship between organising and UPE policy implementation
- iii. To determine the relationship between staffing and UPE policy implementation
- iv. To examine the relationship between budgeting and UPE policy implementation.

### **1.5 Research Questions**

- i. What is the relationship between planning and UPE Policy implementation?
- ii. What is the relationship between organising and UPE policy implementation?
- iii. What is the relationship between staffing and UPE policy implementation?
- iv. What is the relationship between budgeting and UPE policy implementation?

### **1.6 Null Hypothesis**

Ho 1 There is no relationship between planning and the implementation of UPE policy in Koboko Municipality.

Ho 2 There is no relationship between organising and UPE policy implementation in Koboko Municipality.

Ho 3 There is no relationship between staffing and UPE policy implementation in Koboko Municipality.

Ho 4 There is no relationship between budgeting and UPE policy implementation in Koboko Municipality.

## **1.7 Scope of the Study**

### **1:7:1 Geographical scope**

The study was carried out in Koboko Municipality, Uganda. Koboko municipality shares boarder with Midia sub-county to the north and eastern parts, Dranya sub-county to the south and The Democratic Republic of Congo to the west. The study was carried in selected primary schools and educational bodies in Koboko Municipality. The latitudes of this geographical area is 3.4168 N, 30.9589 E. The Schools include Nyarilo PS, Nyangilia PS, Birijaku PS, Noor Islamic PS, Abele PS, Gbukutu Islamic PS, APA PS, Ogo PS. Koboko. These schools have been selected because they are UPE schools. Municipality was selected for the study because of its conduciveness for the research and other related areas relevant to the current study.

### **1:7:2 Content scope**

- The study focuses on the relationship between school management and UPE policy implementation in Koboko Municipality Uganda.

### **1:7:3 Theoretical Scope**

- The study employed Systems theory by Ludwig Van Bertalanffy (1956).

## **1.8 Significance of the study**

The findings of the study will provide baseline information

- i. To Ministry of Education on how to help School management on how it can effectively implement UPE policy effectively
- ii. And provide important data to education planners and quality assurance officers on the best way to implement UPE policy.

- iii. Which can be used as reference by future researchers on school management and UPE policy implementation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Chapter two reviews literature concerned with the school management and the implementation of UPE policy. The chapter reviewed the theory employed in the study. It also reviewed related literature regarding the subject matter and the specific understanding of literature in the field of education

#### **2.1 Theoretical Review**

This study was guided by the systems approach theory as proposed by Ludwig Von Bertalanffy in 1956. It was furthered by Ross Ashby (1964). The theory states that a system is a set of inter-connected and inter-related elements directed to achieve certain goals. This theory views organization as an organic and open system composed of many sub-systems. As a system, an organization is composed of a number of sub-systems. All these sub-systems operate in an interdependent and interactional relationship.

The various sub system or parts of an organization are linked with each other through communication, discussions, authority responsibility, relationships, objectives, policies, procedures, and other aspects of coordinating mechanism. For a better academic performance in the UPE primary schools in Koboko Municipality to be realized, the various sub systems in the schools have to work as a unit. The SMC has to play its role in providing the oversight to the school program more so the UPE funds, mobilization of parents and community on school developmental projects, and the SMC's use of communication channels must all be linked as a unit for smooth implementation of UPE program that directly and indirectly impacts on effective UPE policy implementation.

This theory was used in a study on the role of School Management Committees in the implementation of inclusive education in Public schools in Kasarani district (Kabiaru, 2013:24-25). In this study, the school was viewed as an organization that is composed of a number of sub systems. These sub systems or organs within a school setting are linked with each other through communication, decisions, responsibility, relationship, objectives, policies, procedures and other aspects of coordination mechanism. The theory pointed out

that for the required success in the implementation of inclusive education to occur, the various sub systems in inclusive education must work as a unit.

In this particular study of examining the role of School Management Committees on the learners' academic performance; this theory is valid given the fact that SMC is a sub section within a school that is inter-connected and inter-related to other components within the school setting namely; teachers, parents and pupils. All these sub sections are inter-connected within school system, SMC has a composition of teachers, parents, local government and pupils are all represented in the School Management Committee. Besides that, the roles of the SMCs are inter-related in the school system and are inter-linked to each other through teacher motivation, monitoring and accountability and all these must be functional as a unit to enhance pupils' academic achievement.

### **2.1.1 The motivation of teachers by the School Management Committee and its influence on UPE policy implementation.**

The source of motivation is both intrinsic and extrinsic. According to Hacket (1998), intrinsic motivation occurs when people engage in activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the result they will get. Extrinsic motivation had to do with incentives; incentives are external to a person and are provided by the management in order to encourage workers to perform tasks. Nzuve (1999) opined money as the most obvious example of extrinsic reward in an Organization.

Recognition of the teachers' effort by the management constitutes a motivation to achieve. According to Cole (1996), recognition is a reality despite one's age and educational level. He further stressed that recognition must be sincere, and need to be based on above average performance. This then implies that people with responsibility need to work hard for the effort to be seen and respected. Andiva (2007) noted that in Jamaica elementary schools whose performance was high had satisfied teachers who felt that their school was held in high regard by the community and received appreciation and support from the parents. The same teachers also assigned more importance to recognition by administrators and supervisors.



The same aspect of motivation is reflected in Expectancy theory that was brought forward by Vroom (1964) that advances that there must be a link between effort (motivation) and rewards. This implies that when effort and rewards are sustained, performance will be enhanced.

Similarly, Kimeli (2005) studied the relationship between motivation of science teachers and Kenya Certificate of Secondary Education performance in Marakwet district. It was noted that the more motivated the teacher was, the higher the students' performance in science subjects.

Lastly, in a study carried out in the United Kingdom by the Accel team (2006) on A level pupils taking Physical Education, revealed that performance is depended on the level of arousal and motivation. Tangible rewards (medals and money) were given sparingly to avoid a situation where winning a prize would be important than competing well. Intangible rewards (praise and recognition) encouraged the athletes to repeat the behaviour which earned them the reward.

### **2.1.2 The influence of School monitoring by the School Management Committees on UPE policy implementation.**

As the leading management organ in the school, the SMC should provide direction and clear channels of communication for optimal interaction in the school. In order to support teachers and other staff, they should ensure there are appropriate communication policies and procedures in place, and ensure all the parties working in harmonious good relationship fostered within the whole school community. Success in management of the school depends on the ability of the SMCs to rally the need for keeping open communication channels.

The quality of leadership makes the difference between the success and failure of a school (Kapen, 2011). Kapen further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, it is the SMC who sets the pace, leading and motivating pupils and staff to perform to their highest potential.

According to Eshiwani (1993), the School Management Committees' functions include the preparation of initial proposals for the schools development, the reception and administration of funds collected for or granted to the school, tendering advice to the District Education Board and the local authority education committee, provision of physical facilities required by school and ensuring that discipline is maintained in the school.

Suzuki (2002) indicated that with the implementation of Universal Primary Education, the attention was placed on the 'local school management'. The School Management Committee is charged with the duty of ensuring the day to day school operation. Accordingly, the Government of Uganda (GoU) formalized community participation as an innovation to ensure the supervision, management and implementation of all the aspects of Universal Primary Education (UPE stakeholder Handbook, 2004). And emphasis was put on School Management committee in schools.

These foregoing facts reviewed from different literature suggest that School Management Committee greatly influences UPE policy implementation. It is against this background that the researcher is interested in establishing whether the SMCs in Koboko Municipality have actively participated and played their statutory roles and responsibilities in monitoring the UPE schools, how their participation in the programme has influenced learners' academic achievement.

In 2013, a report by the Dutch agency SNV indicated that the declining academic standards of Universal Primary Education (UPE) schools were largely due to teacher absenteeism caused by poor inspection of schools, as well as ineffective school management committees.

### **2.1.3 Accountability by the School Management Committees impact on UPE policy implementation.**

The term accountability in its regular usage has developed option connotation such as employee inspection , auditing to ascertain degree to which responsibility laid down are fulfilled by workers (Okitsu,2011) .

Steward (1984) as cited by Okitsu (2011:230), differentiates two forms of accountability, accountability component and accountability evaluation. According to him, accountability component encompasses a detailed examination of what activities were done i.e. an account of steps undertaken to fulfil tasks.

For Kagon (1984), views accountability as an interaction process involving two individual groups where in one set the actions or tasks to be fulfilled by the other groups. This creates hierarchy between two groups. The outcome of this hierarch, the group setting tasks will maintain authority in inspecting the action passed by the other individual; where the higher authority holds the others accountability. In a school setting based on this, the school head-teachers are accountable to the School Management Committee that constitutes a higher authority .But at the same time, the SMC is accountable to the parents and others stakeholders usually in Annual Parents' General Meetings.

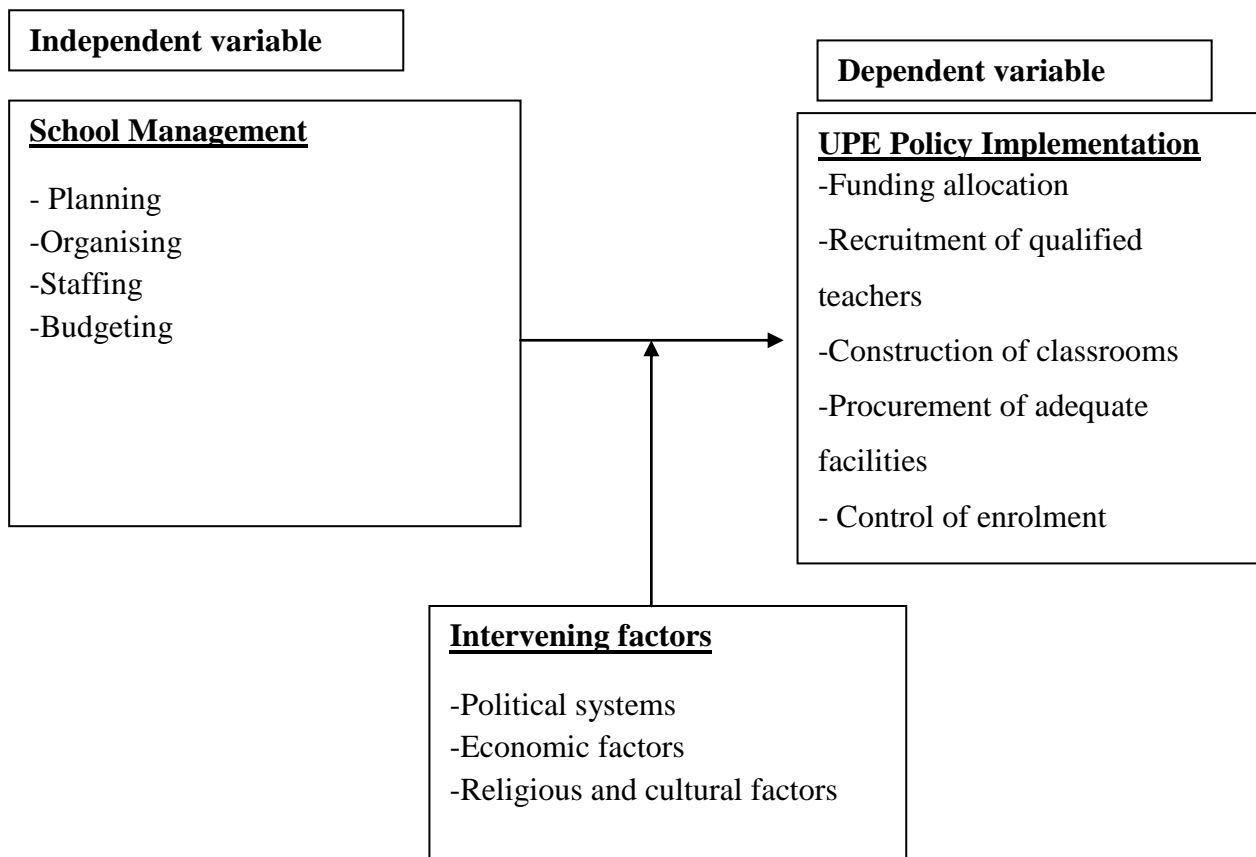
The New Vision paper of Wednesday March 2, 2016 page.33 cited an accountability gap when it was reported of angry parents of Mukuju Primary School in Tororo district who stormed the school demanding the immediate transfer of the school head-teacher and the withdrawal of appointment of the Chairperson of the school' Management Committee. The parents accused the two of frustrating the school's development and academic performance.

The head-teacher was accused of conniving with the Chairperson School Management Committee not to call for annual general meeting for the last two years. The New vision further established that the school had in the last three years not had children passing in either first or second division, with most of them getting division U in Primary Leaving Examinations.

The attention of accountability is focused on the end or outcome of programs implemented in schools (Okitsu, 2011). The outcome is derived from the nature of school products; the outcome in this case being learner's performance in school assessments to ascertain the level of UPE Policy Implementation.

## **2.2 Conceptual Frame Work**

In this research, the Conceptual Framework provides relationship between the independent and dependent variables in a particular topic or study. It will bring out a list of factors that are of the major impact or influence on the study topic. Fullan (2002) asserts that a Conceptual Framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought.



**Source:** Janssen, 2004

**Figure 2:1 Diagram showing the relationship between School Management and UPE policy implementation and intervening variables**

In this study, the conceptual framework identifies school management and its relationship to UPE policy implementation that is to say that the school management directly influence the concept necessary to effectively manage schools taking into consideration the aspects of school planning, organising, staffing and budgeting, This consideration provides an important approach that reflects proper ideals, the management of instruction programs and enhancing the school curriculum within which effective teaching and learning is based on. The framework shows the independent variable school management affects the dependent variable, UPE policy implementation in terms of funding, recruitment of qualified teachers, construction of classrooms, procurement of adequate school facilities and control of enrolment.

However, besides the school management, there are other factors that also impact on success of UPE; these intervening factors according to the frame work include the economic, political and social factors. These factors however are not the researcher’s major concern and

therefore focus is mainly drawn on School Management impact on performance of UPE policy implementation in Uganda.

## **2.3 Related studies**

This section reviews literature related to the respective specific objectives in this research.

### **2.3.1 School Management**

It was during the first two decades of the twentieth century that pressure was placed on school officials to adopt management practices done in business and industries. Management is conceived of as the coordination of human, material, technological and financial resources needed for the organization to reach its goals (Hess & Sociliano, 2000). Management is a process of obtaining, deploying and utilizing a variety of essential resources in support of an organization's objectives (Nishimura and Ogawa, 2008). In this literature review, the study looked at School management in terms of planning, organising, staffing and budgeting.

#### **2.3.1.1 Planning**

As part of the study, Hambright and Diamantes (2004) determine the characteristics that distinguish educational strategic planning from other planning approaches. They found that educational strategic planning is conducted as a "grass roots" effort by a variety of stakeholders that tend to embrace participatory management. According to Drucker (2004), The strategic planning is the analytical thinking and commitment of resources to action. It acts as a road map for carrying out the strategic and achieving a long term results

1) Planning is an important attribute of management in achieving the aims and objectives required of education. The plan being a policy statement and is equally required to help in policy making. Planning is a process that determines the future course of action and is undertaken at all levels of management. It is continuous and includes the process of perception, analysis and conceptual issue.

To bring the plan into existence there should be some level of organisation. It is a media through which goals and the objectives of administration are achieved. Management is an art and a science. It is the process of decision making and a control over the action. Management is a social process, involves group effort; aims at achieving pre-determined goals, a distinct entity and is required at all levels of organisation.

2) Planning in particular reference to classroom processes is to help in understanding the vision, mission and goals of an institution in classroom management and processes. Making the student teachers become aware of different plans and organizing skills; develop an insight into the responsibilities and help them in becoming a leader to manage physical, human and financial resources. This also focuses on training them in planning and executing curricular and co-curricular activities.(Drucker 2004)

3) The Right to Education, in chapter III on the responsibility of State, clearly mentions about having a school management committee for every school. It insists on plans for providing free and compulsory education for every local area, block, district and metropolitan area.

The position paper on National Focus Group on Systemic Reforms for Curriculum change calls for long term intergenerational planning and not just spurts of small projects for limited periods. NCFTE – 2009 insists for participatory curriculum planning involving all stake holders, modular organisation of curriculum in terms of critically engaging with theory and bringing practice within its perspective.

Planning requires organizing learner-centered, activity based, participatory learning experiences-play projects, discussion, dialogue, observation, visits and learning to reflect on their own practice. Total Quality Management in Education insists on having a clear vision, mission and goals so that a proper plan can be prepared and executed.

Planning and Management assumes significance in the context of the head for ensuring the quality of primary education and in developing the skills pertaining to teacher development. It is significant in certain aspects where Private versus Government Institutions, Equity and equality, infrastructure, interventions, curricular areas, creativity and innovation, continuous and comprehensive evaluation, budget and personal growth are to be given due consideration in planning and organisation. (Hambright and Diamantes 2004)

Many countries in the world have taken up decentralised Planning : Decentralization implies distribution of administrative powers and functions among local constituents. Decentralized planning means to confer the authority of planning for the local development .In India, the 73rd and 74th constitutional amendments have placed the primary education under the control of Panchayati Raj institutions. Under the decentralized planning model, all local units prepare their plans after due consultations with their people and analysis of the strengths and weaknesses of the planning area. These local level plans are then coordinated and summated

to make the district plan by taking into account the availability of the physical and financial resources. Apart from this, in India the Government have also delegated financial and administrative powers to the heads of educational institutions to which budget is also allocated for being spent by them according to their requirements. Such financial delegations are available in the general Financial Rules. The administrative powers are delegated according to the provisions contained in the state Education Code of each state.

### **2.3.1.2 Organising**

Organising primarily entails the structuring of students sub-groups and defining of rules, as well as making preparations for the implementation of plans. Planning what is to happen in classroom is one thing and having everything organised so that it can happen systematically is another Logistics as a major aspect of preparation, involving the procurement and distribution of equipments and supplies and in many instances, the actual development of instruction materials.

The organising role expects a teacher to make arrangements and develop orderly structure to combine all elements in classroom processes into a unified whole. Well organising is closely associated with systematic planning which is concerned with identification of appropriate activities. Organising is concerned with making arrangements and structuring the classroom to implement classroom activities. The role of a teacher as an organiser is to link planning with all others roles of communication, motivation and controlling. Organising classroom activities effectively is essential to improving efficiency in schools. Mendez-Marze (2000)

This aspect of organising is important to teachers because many give the same kind of activities to children regardless of their varied abilities to learn. The lack of proper training for the teachers in planning and organising classroom processes has made teachers move away from providing the real experience for the students in the naturally setting and therefore need to be addressed to make classrooms organised and conducive place for learning. (Mulford and Silin, 2003).

### **2.3.1.3 Staffing**

Adequate staffing has been consistently demonstrated to be the most productive way to improve student performance. Jensen (2010) suggests that proper staffing to Improve teacher effectiveness would have greater impact on economic growth than any other reform before United State governments'. (Jensen, 2010: 4) A 10% increase in teacher effectiveness

made United States 12% richer by the turn of the century and leading to improved productivity, prosperity and well-being in our society.

Studies have found proper staffing and teacher effectiveness increases sharply throughout the first three to five years but tends to level off after that (2003; Gordon, Kane & Staiger, 2006). This suggests that retaining right number of teachers in school past the three years of experience mark would have significant benefits for student performance.

Recruitment of teachers in United States like any other country in the world is continuous to meet the ever-growing problem of population increase in school. Rural school divisions in United States experience similar problems in recruiting teachers to those of more affluent urban school districts. Geographic location, low salaries, fewer benefits, condition of the schools, and housing all compound the recruitment problems facing rural School divisions and elsewhere in the world. A Study need to be conducted to analyze the staffing problems and provide suggestions for improving the recruitment processes in rural schools.

#### **2.3.1.4 Budgeting**

Since the introduction of UPE in Uganda, the budget for primary education has become heavily dependent on the central government.

Site-based management is an innovation that has its roots in the private sector. The theory suggests that encouraging self-management and empowering employees leads to improved morale which in turn results in higher productivity. In transferring Site Budgeting Management ( SBM ) theory from the corporate world to the realm of public education, the reforms often involved giving schools authority over budget, personnel and curriculum, but little thought was given to granting schools authority over professional development or compensation systems. Also, when researchers took a close look at the implementation of SBM programs, more often than not, they found that the extent of the decision-making authority given to teachers and administrators on site was limited.

In a study of the implementation of a site-based budgeting program in Fort Worth, Texas,( Peternick and Sherman 2000) found that the level of true site-based decision-making varied widely from school to school. In some cases the school successfully engaged stakeholders from various groups, most notably parents and teachers, in the decision-making process. In other schools, however, the main decision-making power rested with the principal. Perhaps



this was why administrators reported being more satisfied with the reforms than teachers or parents.

There is some evidence that the implementation of site-based budgeting programs led to, at the very least, increased awareness of the budget-making process on the part of teachers and parents. In a study of two groups of schools in Rochester, New York, Moser found that the schools that were implementing school-based budgeting programs experienced increased parental involvement. For the most part, however, both teachers and parents felt that the principal had more influence over the way resources were allocated than they did. Still, stakeholders in schools that were implementing the program felt that they had more autonomy in planning their budgets than stakeholders that were in non Site Based Budgeting (SBB) schools.

One of the important characteristics of SBB programs including PDB is that decision-making is shared. In some cases, however, even when parents and teachers believe that it is important that they have some influence over how resources are allocated at their school, they find it easier to defer to the principal. In order for stakeholders to have meaningful roles in helping to prepare their school's budget, they must have some knowledge about the budget-making process. This requires that the districts or Municipals invest in educating teachers and parents, and those teachers and parents take time to participate. For some districts or Municipalities such an investment is too costly in monetary terms and for some teachers and parents, the investment is too costly in terms of time.

As with any school-based budgeting or management program, there are a number of ways in which the PDB initiative may affect schools, including empowering administrators, teachers and parents, increasing parental involvement, improving student performance, and influencing patterns and amounts of school spending.

Thus far, the existing literature suggests that SBM and SBB programs may help stakeholders feel more empowered in the decision-making process and that fully and effectively implementing such programs requires long-term commitments on the part of school districts/municipal as well as principals, teachers and parents. Few studies have focused on effects of budgeting changes on spending patterns or performance in the schools, but this study does move beyond evaluating the process of implementing SBM/SBB to evaluate the impact of PDB on student performance and spending.

## **2.3.2. UPE Policy Implementation**

### **2.3.2.1. Funding**

For most countries, the funding allocation approach is driven by the annual budgeting cycle of government, distributing a predetermined pot of money to reflect the relative role of institutions within the respective education systems. Increasingly, the formula-based approach is being supplemented by formal performance contracts and/or performance-funding mechanisms, whereby an aspect of the funding available is either conditional on the delivery Schools need funds for buying instructional materials , organise co-curricular activities and for organising Continuous professional development (MOE, 2007). The cases of Kenya Malawi, Ghana and Uganda signify rapid implementation of fee abolition and alternative funding scheme for schools.

In Kenya, the Free Primary Education (FPE) policy was implemented in January 2003 as result of one of the presidential campaign pledges by the National Rainbow Coalition (NARC) Party. In November 2003, the Ministry of Education, Science and Technology (MOEST) held a national conference on education and training to address various challenges arising from the abolition of fees and levies. The conference outcomes were then used to develop the sensational paper of 2005-2010. Although the administrative structure is still centralised in Kenya, financing has been centralised where by funding from the government is provided directly through the Ministry of Education to each primary school. The capitation grant paid according to the enrolment for purchase of text books and other teaching and learning materials. Not only public schools but also non-public ones are entitled to receive the capitation grant after meeting certain requirements. Each school spends the grant in accordance to the instruction given by the Ministry .This led to increase in enrolment and text book to pupil ratio improved. A serious challenge which the FPE has not yet solved yet lies in regional and gender disparity in enrolment and educational achievement.

In Ghana, the free primary education policy was placed at the heart of Free Compulsory Universal Basic Education (fCUBE) initiated in 1996 with support from the World Bank and other international donors. However, it was not until 2005 that the Education Strategic Plan (ESP) 2003-2015 introduced capitation grant to schools nationwide which put UPE in effect. The characteristics of fee abolition in Ghana, therefore, are that the implementation slowly took place while the idea of fee abolition stayed in the policy documents. Thus enrolment did not rise sharply due to delay in its full implementation. The net enrolment rate at primary

school level for children in age group 6-11 years increased from 59.1% in 2004/5 to 81.1% in 2006/7, an unprecedented increase attributed to the introduction of capitation grant (MOESS 2007). The challenges of UPE in Ghana lie in acute shortages of teachers that persist in the rural areas and worsen teacher/pupil ratios and academic performance as well as regional disparity. The case of Malawi exhibits a more tragic reality of fee abolition policy.

For the case of Malawi, the complete fee abolition for all grades was then introduced in 1994 as the Free Primary Education (FPE) program. However, in Malawi, no direct financial support (e.g. capitation grant) was made to schools to replace the collected tuition at school level until very recently in 2008 when a capitation grant was piloted in all schools by the World Bank. The enrolment jumped from 1.9 million in 1993/94 to 2.9 million after fee abolition was introduced, but the gross enrolment rate (GER) sharply declined from 137% in 2002 to 106% in 2004. The shortage of qualified teachers is also serious. The pupil-qualified teacher ratio in 2005 remained high at 83:1, which was worse than 81:1 before FPE in 1993/94. This decreasing trend in statistics indicates low efficiency that surfaced after the implementation of FPE.

The government through the development of national budget allocates resources in order to ensure better quality free education in Uganda; National budget (2015-2016) has not effectively fulfilled its responsibility of funding the UPE sector as designed in the National Budget. As a result some schools levy a certain amount as development fund on the pupils neglecting the poverty rate in the country and the UPE policy of free education. The issue of parents meeting these costs greatly contribute to making education costly and inaccessible to many children from low income brackets (Bitamazire 2005). Based on the poverty level of the people in Koboko municipality, the research seeks to look into the weight of problems carried by parents in UPE policy implementation and the government .

### **2.3.2.2 Recruitment of qualified teachers**

The demand for teachers is driven by student enrolments, class-size targets, teaching load norms, and budgetary constraints. Within the parameters set by demographics and district, municipal or school policies, the number of teachers that a district or municipality is willing to employ in a given year varies inversely with the cost, in terms of salaries and benefits, of employing them. Well designed recruitment and retention strategies can assist a district, municipality or school in achieving its educational goals while meeting budgetary constraints.

In making policies that promote the recruitment of teachers, the goal of policymakers would be to increase the rewards of teaching relative to those of the competing occupations available to the types of people they want to attract. Because ease of entry, monetary compensation, working conditions, and personal satisfaction are elements of the attractiveness of teaching that can be affected by policy levers, studies that focus on recruitment might examine, for example, changes in policies related to credentialing and alternative certification requirements, early recruitment strategies, and entry-level teacher compensation. Such studies might also focus on prospects for future compensation and career paths, since teaching may be attractive at later points in the lifecycle, and people will compare trajectories for rewards that are available in teaching with those that are available in other occupations.

Conceptually speaking, there is another issue that plays an important role within this framework—the issue of teacher quality or effectiveness. Consider the example of a school district in which the supply of teachers does not meet the demand. In this case, the resultant pressure to fill vacancies will most likely eventually induce the district to adjust salaries, benefits, or working conditions in some manner—either by raising salaries and other elements of the compensation package, offering better benefits, or improving working conditions. If these adjustments are not made, or if the district’s resources are so constrained as to make them prohibitive, one of two scenarios will ensue—either (1) the district will face a persistent shortage of teachers that could, in fact, grow if vacancies are not filled and existing teachers must take on greater workloads, thus decreasing the attractiveness of teaching even further; or (2) the district will lower its standards of quality and hire less qualified individuals to serve as teachers. By “standards of quality,” we mean any set of qualifications that the district uses to determine entry into teaching.

Recent research suggests that recruitment of teachers exert an influence on student achievement (e.g., Rowan, Correnti, and Miller, 2002; Rivkin, Hanushek, and Kain, 2000; Sanders and Rivers, 1996; Wright, Horn, and Sanders, 1997), but the evidence is not always clear regarding the observable characteristics of effective teachers. Studies that have examined available indicators of teacher preparation or quality, such as academic ability, certification status, and experience, find that the effects of these indicators are often mixed or very small, suggesting that the research community has not as yet come to a consensus as to what characteristics influence achievement. Some of these studies have suggested that

background characteristics, such as verbal ability (Ehrenberg and Brewer, 2001), ACT scores (Ferguson and Ladd, 2000), or the selectivity of a teacher's undergraduate institution (Ehrenberg and Brewer, 2004), are positively correlated with student achievement.

### **2.3.2.3 Construction of classrooms**

**Size and space:** Classroom construction in Singapore was made in such a way that it varies in size and serve different functions, with children moving from one to another for different purposes. Instead of being single purpose space, they can allow for a number of different activities, such as reading, research, group work and art. Direct access to the outdoors from the classroom enables children to make better use of the outdoors as a learning resource, but there should be one or more intermediate spaces (e.g., corridors) that link the outdoors with the indoor learning environment. In that way, there will be a range of learning spaces gradually changing in character – and multiple learning opportunities. Many developed countries have attached importance to this.

**Safety:** Transparency in school design, so people can look inside the classroom and other school units, can protect children from abuse by teachers or older students, particularly during after-school hours.

**Mobile furniture:** In child-friendly schools, mobile furniture replaces benches or desks that may have been bolted to the floor. The designer needs to consider the children's age group, so chairs and desks fit the students' sizes comfortably. When seats are movable, children can work alone or in groups. Chairs or stools are easier to move around than benches.

**Children's home base:** Storage facilities in or near the classroom for children's class projects, artwork, bags and coats are necessary. Students need to have private, lockable storage areas to keep their belongings – even if just a tiny space.

**National and international standards:** Classrooms need blackboards and, in the lowest grades, child height rails for hanging students' work and posters. The range and expense of these vary widely. It is best to utilize local material and community maintenance. National and international standards exist and should be followed. A blackboard and teacher's desk in front of the classroom encourages a focus on the teacher as the resource for learning.

If the teacher can move about, giving assistance to groups or individual students, children will be more actively involved which is not possible yet in the congested classrooms in Koboko municipality. Despite government effort, the community around have not stopped their destructive behaviours on schools and this calls for intervention of the school

management committee to look for possible ways of protection in terms of employing a watchman or fencing schools.

#### **2.3.2.4 Procurement of adequate facilities**

After the declaration of free primary education (FPE) in Malawi, the government with the help of World Bank ensure all schools had the following facilities in place;

**Toilets, water for hand washing and drinking:** Children and teachers need gender-separated toilets and water for hand washing and consumption. School toilets that provide privacy and facilitate menstrual hygiene (personal hygiene rooms) must be at a safe location and maintained in a non-discriminatory way. For adolescent girls and female teachers, washing places must be provided with enough water and privacy to wash and dry cloths and rags used during menstruation. Mechanisms to provide or replace cloths, pads or sanitary products for menstruation at school are also helpful.

**Water recycling:** Water used for hand washing should be recycled and used to water the orchards and vegetable gardens. Human and animal waste could be utilized in the production of compost. The type of solutions should correspond to local conditions and be accepted by the communities.

**Hygienic area for food vendors and school kitchen:** Food and nutrition are integral elements in educational programmes and in many ways as important as the school pedagogy. A separate area for a kitchen and the storage of food should be planned from the beginning. Bringing food and drink from outside the premises should be discouraged, because food brought from home or sold at kiosks/shops may not have been prepared hygienically or preserved according to acceptable health standards.

**Storage of medicine:** A designated space should be set aside to properly store medicine. A refrigerated space may be required depending on the types of medications.

**Health clinic:** A doctor's office integrated with the school layout can function as a school clinic and community health centre. Like nutritional status, children's health is crucial to the learning process.

**Laboratory:** A separate classroom or an area within the classroom can serve as a basic laboratory for the study of natural sciences. Core areas for a small science cluster (physics/biology/chemistry) for both lower and upper primary and secondary schools should include such elements as teacher space, display space, charts, an emergency shower, outside

biology court (potted plants, flowers, animals), storage space for equipment, well ventilated storage space for toxic and acidic waste, a preparation room for lab experiments, and clean-up.

### **2.3.2.5 Control of enrolment**

In Ugandan context enrolment refers to the process of registering children into the school register and it is done at the beginning of every academic calendar where parents are required to take to school children of school going age. Their presence is monitored twice by their class teacher by marking registers in the morning and afternoon. In a situation where attendance fluctuates it amounts to absenteeism, but the absenteeism is spread for a period longer than a year, the child is then considered a drop out.

In developed countries where education is Universal and compulsory, control of enrolment is based on factors affecting it (Caroso and Dorte 2006:3) indicated the difficulty in controlling enrolment (drop out) should not be seen as policy problem only. It is seen as resulting from factors such as drug abuse, alcohol consumption and parents' psychiatric disorders controlling for possible confounding factors such as socio economic status of the family, gender, race, age of the child. In developing countries much of the drop out cases are traced within and outside the education policy and this informs the choice to look at policy factors.

#### **Socio-economic status**

A report given by Participatory Poverty Assessment (PPA) gives broad information about causes of drop out in UPE schools; which it attributes to poor UPE policy implementation. The factors include; Long distance; Children have to wake up very early in order to arrive early at school on time and do at school without lunch. High cost being met by parents as government does not provide all the necessary school requirements such as; school uniform, scholastic materials, lunch at school and development fund Negative parental attitude towards UPE program as it is assumed to be for poor people and of poor quality.

#### **Policy based factors**

In this study of policy based factors, the researcher's main focus is on UPE policy gaps that contribute to school drop out for example, (Nakanyike 2003:60) drop out in UPE schools is to certain extent attributed to parents, community and schools which focus more on increasing the enrolment in schools and efforts to retain them is neglected. This makes it seem as if the

aim of UPE in Uganda is to have big numbers enrolled in school without minding on the completion and performance. This prompted the researcher to look into this area of aspect to bridge the gap

#### **2.4 Gaps in the literature**

The literature review above looked at school management in aspects of planning, organising, staffing and budgeting but did not look into the relationship between school management and UPE policy implementation. In a similar way this kind of research has never been done in Koboko Municipal-Uganda. The theory that was used in this study is different from the other theories which were used in other studies that is why the researcher found it necessary to carry out research in this area to bridge the gap.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the procedures that were used to conduct the study, focusing on research design, target population, sample and sampling procedures, research instruments and data collection and analysis.

#### 3.1 Research Design

Descriptive correlation design was used to find out the relationship between school management and UPE policy implementation. The study also used quantitative approach where Questionnaires were used to gather information.

#### 3.2 Research population

The research population targeted 360 teachers from 8 UPE schools from the 3 divisions of Koboko Municipality. The category of teachers included Head teachers' ( Htrs), Deputy head-teachers (D/Htrs), Heads of Department (HOD) and Heads of Subjects. The choice of the teachers was based on the reasons that they stand on the forefront in promoting academic performance in Koboko Municipality. Comprised of school management and stakeholders in Koboko Municipality.

#### 3.3 Sample size

The sample size was 189 from 8 government UPE primary schools calculated using the Slovene's formula.

Where:

N = Total Population, n = sample size; e = standard deviation

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

$$n = \frac{360}{1 + N(e)^2}$$

$$n = \frac{360}{1 + 360(0.05)^2}$$

$$n = 360/1.9$$

$$= \underline{\underline{189}}$$

**Table 3:1 Showing the Target Population and Sample Size**

<b>Item</b>	<b>Target Population</b>	<b>Sample Size</b>
Head teacher	<b>24</b>	<b>08</b>
D/HTR	<b>96</b>	<b>48</b>
HOD	<b>96</b>	<b>53</b>
HOS	<b>120</b>	<b>80</b>
Total	<b>360</b>	<b>189</b>

**Source:** Primary data, 2018

The sample consisted of 189 persons made up of head teachers and other school managers. The age rank is between 20-60 years.

### **3.4 Sampling Procedure**

Simple random sampling was used in this study for selecting individual respondents. The respondents were given equal chance of being selected. Simple random sampling was used because the respondents were less than 200

### **3.5 Research Instruments**

A questionnaire was used as the main tool of data collection in this study.

#### **3.5.1 Questionnaires**

The study used researcher made questionnaires to gather data. It consists of three sections; Section A is the face sheet which describe the profile of the respondents as to age, gender, level of education and working experience. Section B \was Questionnaire on School management which consist of 21 items on planning, organising, staffing and budgeting. Section C has 28 1tems with questionnaire on UPE policy implementation which consists of funding ,construction of adequate classrooms and latrines, recruitment of qualified teachers. The response made for the items in the questionnaires were; Strongly Agree(SA), Agree (S), Disagree(D) and Strongly Disagree (SD). .

### **3.6 Pilot Study**

Before the actual data collection, a pilot study was conducted in the schools not included in the final study population. The purpose of the pilot study was to ascertain the reliability and

validity of the instruments, and to familiarize the researcher with the administration of the questionnaires and improve on the instruments and procedures.

### 3.7 Validity of the Instrument

Validity is the extent to which a concept, conclusion or measurement is well founded and corresponds accurately to the real world. Content validity index was used to determine the validity of the items in the questionnaire.

$$CVI = \frac{49}{60} = 0.82$$

The CVI is 0.82 which is higher than 0.7. This means the item's questionnaire was valid.

### 3.8 Reliability of the Instrument

In order to ensure consistency of the results, the research instruments were piloted. The test and retest was done to head teachers and teachers from all the schools which were not the actual respondents. Then after 2 weeks, the same questionnaires were administered to the same respondents. Data was computed and analyzed using Cronbach's alpha. The instruments were considered relevant if the results were above 0.7. Table 3.2 has the data

**Table 3.2 Reliability Table**

Cronbach's alpha Coefficient	Number of Items
0.803	60

The Cronbach's alpha coefficient was 0.803 which is higher than 0.7. The items in the questionnaire were reliable.

### 3.10 Data Gathering Procedure

The copy of the introductory letter was obtained from the college of education, open, distance and E-learning (CEODL) for the researcher to seek approval to conduct the study in different primary schools in Koboko Municipality, Uganda. Once approved by the Municipal Education Officer, the researcher went to different primary schools to collect data.

### 3.11 Data Analysis

After the collection of data, the data was edited, coded and entered into the statistical package for social sciences (SPSS). Percentages and frequencies were used to describe the profile of

the respondents. Means were used to determine the school management aspects such as planning, organizing, staffing and budgeting and UPE policy implementation. Pearson Linear correlation coefficient was used to determine the relationship of school management and UPE policy implementation at 0.05 level of significance.

The following mean range was used to interpret the data.

**Table 3.3: Showing the mean range was used to interpret the data.**

Mean Range	Response Mode	Interpretation	Value
3.26 – 4.00	Strongly Agree	Very Good.	4
2.51 - 3.25	Agree	Good	3
1.76 - 2.50	Disagree	Fair	2
1.00 - 1.75	Strongly disagree	Poor	1

**Source:** Primary Data, 2018

### 3.12 Ethical Considerations

Ethical factors were considered in this study. The researcher sought the consent of the respondents before involving them in the study. The researcher acknowledged all the authors whose ideas were used in the study and they were fully recognised and quoted as references for the study. The researcher sought for clearance from the ethics committee and legitimately attached the copy of the clearance in the appendices.

### 3.13 Limitation of the Study

There are some inconceivable factors that were beyond the researcher’s capability to overcome as follows;

1. Extraneous variables were beyond the researcher’s control like factual biases of the respondents
2. Attention. Not all questionnaires that were distributed were received.

**CHAPTER FOUR**  
**PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

**4.1 Introduction**

This chapter presents the findings of the research as well as their analysis and interpretation. Where necessary, aids such as tables and figures are used to illuminate the meaning of the data presented. The findings presented in the tables and figures are further explained to equip the reader with clear picture and understanding of the phenomenon under analysis.

**4.3 Demographic characteristics of the respondents**

The socio–demographic characteristics measured in this research are gender, age, level of education, and experience in working in schools.

**Table 4.1: Frequency and Percentage showing Demographic information of the respondents**

<b>Background information</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Gender	Male	107	56.6
	Female	82	43.4
	<b>Total</b>	<b>189</b>	<b>100</b>
Age	20-29	10	21
	30-39	52	28
	40-49	84	20
	50-59	43	22
	<b>Total</b>	<b>189</b>	<b>100</b>
Education level	Certificate	19	10
	Diploma	88	47
	Bachelor	60	32
	Masters	22	11
	<b>Total</b>	<b>189</b>	<b>100</b>
Experience	Below 2 years	10	5
	2-5	46	25
	6-8	74	39
	Above 8	59	31
	<b>Total</b>	<b>189</b>	<b>100</b>

**Source: Field data, 2017**

The field data in Table 4.1 shows that out of 189 respondents of the study, 107 of them were male (representing 56.6) and 82 were female (representing 43.4%). This shows that there was unfair gender representation because men dominated the workforce in the schools where the study was conducted. The table also provides an analysis of ages, overall indicating that all the working age groups were considered when carrying out the study. Equally regarding academic qualification, the study established that the respondents were educated and hence knowledgeable about the subject of the study. Regarding working experience, majority (74) of the respondents have worked for 6-8 years, their responses are genuine because of their experience in working with the schools. From the bio-data, both primary and secondary data was collected looking at the ages of the respondents and their experience. The rightful information was collected because the key implementers of UPE (mostly head teachers and teachers) were targeted in the study. This meant that whatever information collected was true of UPE policy implementation in Koboko Municipality and can be used for further establishment of management process which is critical to the overall establishment of goals in the education sector and process levels guiding the procedures dependent on policy framework established by the ministry.

#### **4.3: The relationship between school management and UPE Policy Implementation**

This sub section targets objective 1 of the study. The independent variable in this study was to determine extent of school management, role in schools in Koboko Municipality, Uganda. The findings of the study revealed that the extent of school management fulfilment of policy was big that is to say to a bigger extent school management fulfil their roles in UPE schools in Koboko Municipality.

**Table 4.2: Mean showing the level of planning**

<b>Category</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Planning			
Employees need to be consulted for effective planning.	<b>3.61</b>	Very good	4
Teachers need to be part of budget planning	<b>3.33</b>	Very good	4
Head teachers need to encourage departmental heads to make departmental plans.	<b>3.00</b>	Good	3
As a rule, employees must be given reward to motivate them to achieve organizational objectives	<b>2.80</b>	Good	3
School owners follow set plans strictly	<b>3.00</b>	Good	3
<b>Average mean</b>	<b>3.15</b>	Good	

**Source:** Field data 2017

Planning; Under this aspect, there were five items and the findings from the respondents were as follows; Employees need to be consulted for effective planning (mean 3.61); Teachers need to be part of budget planning (mean 3.33); Head teachers need to encourage departmental heads to make departmental plans (mean 3.00); As a rule, employees must be given rewards in order to motivate them to achieve organisational objectives (mean 2.80) School owners follow set plans strictly (mean 3.00) . From the response of the respondents, planning was rated high (mean 3.15). This means for effective planning, heads of department should prepare their plans after due consultations with their teachers and analysis of the strength and weaknesses of the planning area. These departmental level plans are then co-ordinated and summated to making the school plan by taking into account the physical and financial plans. This means good plans are being developed to run schools in Koboko Municipality with the limited resources available.

**Table 4.3: Mean showing the level of Organizing**

<b>Organizing</b>			
Organizing meetings monthly	<b>2.00</b>	Fair	2
Prefects are good in organizing pupils	<b>2.90</b>	Good	3
Good performance shows level of organizing things.	<b>3.80</b>	Very good	4
Good organization leads to easy delegation	<b>3.14</b>	Good	3
It creates harmony between teachers, parents and pupils	<b>3.34</b>	Very good	4
It improves the general learning conditions within an institution	<b>3.50</b>	Very good	4
<b>Average mean</b>	<b>3.11</b>	Good	3

**Source:** Field data 2017

Organizing; under this aspect; there were six items and the findings from the respondents were as follows; Organize meetings monthly. (mean 2.00); Prefects are good in organizing pupils( mean2.90); Good performance shows level of organizing things (mean3.80); Good organization leads to easy delegation (mean 3.14) ; Creates harmony between teachers, parents and pupils (mean 3.34); Improves the general out- put in the school (mean 3.50). Overall response (mean 3.11). From the table above, the organizing aspect contributed positively (mean 3.11) to the implementation of UPE policy in Koboko municipality. The respondents disagreed that meeting are organised monthly. Head teachers occasionally organise meetings for fear of accountability as they always receive many questions on it from parents .Respondents also disagreed that prefects are good in organising pupils. Many pupils always give respect to prefects when teachers are nearby .However they agreed that good performance shows the level of organisation creates harmony in the school and community and improves school out-put. The level of organisation in most schools is not bad that is why Municipal schools trying with the limited funds and resources available.



**Table 4.4: Meaning showing the level of Staffing**

<b>Staffing</b>			
Effective teaching experienced.	<b>2.01</b>	fair	2
There is easy allocation of subjects	<b>2.42</b>	fair	2
There is observable improved performance	<b>2.80</b>	good	3
Instil discipline among children easily	<b>2.80</b>	good	3
Adequate staffing motivates parents to send children to school	<b>2.32</b>	fair	2
<b>Average mean</b>	<b>2.47</b>	<b>fair</b>	2

**Source:** Field data 2017

Staffing as an aspect was measured using five items; Effective teaching is achieved (mean 2.01) Easy allocation of subjects ( mean 2.42); There is observable improved performance ( mean 2.80); Instil discipline among children easily (mean2.80); Adequate staffing motivates parents to send children to school (mean 2.32). From the results, the staffing aspect contributed positively (mean 2.47) to the implementation of UPE policy in Koboko Municipality. From the view of respondents, adequate staffing is key for effective teaching and easy subject allocation. But because Koboko Municipality is being understaffed and with the work load on the staff , quality education is far from being achieved yet.

**Table 4.5: Mean showing the level of budgeting**

<b>Budgeting</b>			
Always displays how UPE money is spent	<b>2.00</b>	Fair	2
Always account correctly for all money collected	<b>2.40</b>	fair	2
Departmental heads need to be involved for effective budgeting in schools	<b>3.80</b>	Very good	4
School budgets are always approved by SMCs	<b>2.10</b>	fair	2
Money is always adequate for budgeting and usage	<b>2.00</b>	Fair	2
Average mean	<b>2.38</b>	fair	2
<b>Overall Average Mean</b>	<b>2.45</b>	<b>fair</b>	<b>2</b>

**Source:** Field data 2017

Budgeting; This aspect was measured using five items; Always displays how UPE money is spent (mean2.00) ; Always account correctly for all the money collected ( mean 3.00) ;

Departmental heads need to be involved for effective budgeting ( mean 3.80); School budgets are always approved by SMCs (mean 3.10); Money is always adequate for budgeting (mean 2.00) and overall average (mean 2.38). From the average mean, the budgeting aspect contributed positively to the development of UPE policy implementation in Koboko Municipality. Government release of UPE grants to schools has led to involvement of teachers and SMCs to be involved in budgeting and gain experience as budgeting is done at site. Site based budgeting is applauded as the budget is looked at as being accurate and based on what is physically observable on ground. But for Koboko Municipality where funds from the government are inadequate, few items are acquired at a time making it difficult to achieved all that is needed for the year to improve on performance.

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>	<b>Rank</b>
3.26-4.0	Strongly agree	very good	4
2.51-3.25	Agree	good	3
1.76-2.50	Disagree	fair	2
1.00-1.75	Strongly disagree	poor	1

**Table 4.6: UPE policy implementation in Koboko Municipality**

<b>Category</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
<b>Funding</b>			
The number of pupils has since doubled due to funding	<b>3.34</b>	Very good	4
Transition rate from primary to secondary increased	<b>2.21</b>	good	3
Learning materials have been over stretched and funds inadequate	<b>3.21</b>	good	3
Teachers find it easy to teach students of SNE	<b>2.11</b>	fair	2
The school provide enough appropriate materials to the pupils	<b>2.32</b>	fair	2
Teachers have morale and motivated	<b>2.41</b>	fair	2
Classes are easily managed by teachers	<b>2.78</b>	good	3
It is easier for pupils to participate in class	<b>2.21</b>	fair	2
<b>Average Mean</b>	<b>2.50</b>	good	3
<b>Construction of adequate classrooms</b>			
classrooms spacious enough and adequate	<b>2.80</b>	good	3
All classrooms have proper blackboards	<b>2.70</b>	good	3
School attendance improve in schools with good facilities in class	<b>2.80</b>	good	4
Good classrooms promote easy individual teaching	<b>2.20</b>	fair	2
Accidents are minimal in classrooms	<b>2.40</b>	fair	2
<b>Average Mean</b>	<b>2.50</b>	fair	4
<b>Recruitment of adequate qualified teachers</b>			
Better training offers significant success in learning	<b>3.34</b>	Very good	4
Pupils are always happy and perform if teachers are adequate	<b>2.00</b>	fair	3
Skills and innovations are achieved in schools only	<b>2.13</b>	fair	3
Qualified teachers have the capability to provide teaching at all levels.	<b>2.00</b>	fair	2
Reduces teacher-pupil ratio	<b>3.60</b>	Very good	4
Students engage with constructive debates with their teachers	<b>2.17</b>	fair	3
<b>Average Mean</b>	<b>2.53</b>	Good	3
<b>Control of enrolment</b>			
Teachers visit pupils homes and talk to parents about absenteeism	<b>3.32</b>	Very good	3
Teacher have stopped corporal punishment	<b>3.11</b>	good	3
Parents check attendance of children at school	<b>2.19</b>	good	3
Quality teaching is provided in UPE schools	<b>2.14</b>	fair	2
Schools are near and easily accessed by pupils	<b>2.33</b>	fair	2
<b>Average Mean</b>	<b>2.82</b>	Good	3
<b>Procurement of adequate facilities</b>			
Toilets are adequate in schools	<b>2.01</b>	Very good	4
Washing facilities exist and are being used	<b>2.20</b>	fair	1
Schools have libraries and children have access to them	<b>2.26</b>	fair	2
SWT are provided with good and safe facilities for girls' personal hygiene	<b>2.24</b>	good	3
Stores for food and clean kitchen provided in schools	<b>2.11</b>	fair	2
<b>Average Mean</b>	<b>2.16</b>	good	2
<b>Overall Mean</b>		Good	

**Source:** Field data 2017

Table 4.4 shows that the level of UPE success in schools in Koboko Municipality, Uganda was high because of the implementation of the policy of education for all. The study looked

at three aspects of UPE policy namely ; funding ,construction of adequate classrooms, Recruitment of adequate qualified teachers, control of enrolment and Procurement of adequate facilities.

On funding, the findings revealed that: The number of students has since doubled (mean 3.34). This shows that because of effective policies, the number of pupils in schools have tremendously increased because it has become easy for the parents to send their children to school. The respondents further agreed with the statement that: Transition rate from primary to secondary increased (mean 3.12) and that learning materials have been over stretched (mean 3.21). Teachers find it easy time to teach students of SNE (mean 2.11). Teachers find it easy to teach SNE pupils(2.11); The schools provide enough appropriate materials to pupils (mean 2.32); Teachers are highly motivated (mean 2.41) ;Classes are easily managed (mean 2.21) and it is easier for pupils to participate (mean 2.21) . The overall average mean is 2.86 below the average mean which means funds to schools are still inadequate as from the responses of the respondents that the funds need to be revised upwards for effective management.

Construction of adequate classrooms; Classrooms spacious enough and adequate(mean2.80) All classrooms should have proper blackboard (mean2.70) School attendance improve in schools with good classroom facilities(2.80); Good classroom promote easy individual teaching (mean 2.20) and accidents are minimal in classrooms (mean 2.40). The overall mean is 2.50 which means government need to put a lot of effort in construction of classrooms as population is growing in Koboko Municipality every year to avoid problem of congestion and large classes ( Majanga et. Al 2011 and Anderson, 2004).

Recruitment of adequate qualified teachers; as an aspect had six items; the respondents strongly agreed that better training offers significant success in learning (mean 3.34); Pupils are always happy and always perform if teachers are adequate (mean 2.00); Skills and innovations are achieved at school only (mean2.13); Qualified teachers have the ability to provide expert teaching at all levels (mean 2.00); Teacher-pupil ratio reduced (mean 3,60). Pupils easily engage in constructive debates with their teachers (mean 2.17). The overall mean on recruitment of adequate qualified staff is 2.53. which is good. Government need to open staff ceiling of the schools to match the growing population and above all the welfare of

the teachers in terms of remuneration and staff houses need to be taken into consideration to keep moral of the teachers in providing service

Control of enrolment; five items; the respondents strongly agreed that Teachers visit pupils homes and talk to parents about absenteeism (mean 3.32); Teachers have stopped corporal punishment (mean 3.11); Parents check attendance of children at school (mean 2.19); Quality teaching is provided in UPE schools (mean 2.14) Schools are near and easily accessed by pupils (mean 2.33). Control on enrolment is still fair as the overall mean is 2.82. Factors like corporal punishment, quality of performance and lack of serious checking of pupils by parents in UPE schools and buying for them uniform and scholastics materials makes it difficult to retain pupils at school. Besides many children have to cover long distance from home to school and back home as sighted in the literature review.

As to Procurement of adequate facilities, The result shows that the respondents strongly agreed that toilets are adequate in schools (2.01), Washing facilities exist and are being used (mean 2.20); Schools have libraries and children use them (mean 2.26) SWT are provided with good and safe facilities for girls personal hygiene (mean 2.24); Good storage facilities and kitchen provided by schools (mean 2.11). The average mean on procurement of adequate facilities is 2.11 which is good. Procurement of adequate facilities in a school creates comfort in the school. A school should be like a home to a child with things like pads, bathing shelter; office for SWT to suit the interest of the girl child and enough desks, tables, chairs and good latrines to avoid health problems in the school.

**Table 4.7. Pearson Linear Correlations Coefficient showing the relationship between planning, organising, staffing, and budgeting and UPE policy implementation.**

Variables	1	2	3	4	5
1	1				
2	.790**	1			
3	.872**	.493**	1		
4	.856**	.463**	.714**	1	
5	.644**	.533**	.527**	.560**	1

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

s

1=Planning

2=Organising

3=Staffing

4=Budgeting

5=UPE Policy implementation,

The above table shows a strong, positive and significant relationship between school management and UPE policy implementation ( $r=.895^{**}$ ;  $p<0.01$ ). This implies that an increased improvement in school management leads to better UPE Policy implementation. Considering the significant levels of all factors being more than 0.5, it is evident that there is strong relationship between school management and implementation of UPE policy.

**Table 4.8: Pearson Linear Regression between School Management and UPE Policy Implementation**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.562 <sup>a</sup>	.440	.438	.40052	.440	225.570	1	187	.000
Model			Sum of Squares	df	Mean Square	F	Sig.		
1	Regression		36.185	1	36.185	225.570	.000 <sup>b</sup>		
	Residual		46.040	187	.160				
	Total		82.225	188					
Model	Unstandardized Coefficients			Standardized Coefficients		t	Sig.		
	B	Std. Error		Beta					
1	(Constant)	1.314	.162			8.106	.000		
	School management	.612	.041	.663		15.019	.000		

a. Dependent Variable: UPE policy implementation

The above table revealed that school management is responsible for 43.8% variance in UPE policy implementation (Adjusted R Square=0.438). Furthermore, the study revealed that every single change in school management affects UPE policy implementation by 56.2% in

variance. From the table, there is established influence of school management on policy implementation in Koboko Municipality.

**Table 49: Multiple Regression the factors of school management contributing to effective UPE policy implementation**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.867	.073		11.936	.000
Planning	.510	.068	.663	15.549	.000
Organising	.438	.023	.549	21.659	.000
Staffing	.348	.024	.433	14.522	.000
Budgeting	.453	.021	.614	21.563	.000

a. Dependent Variable: UPE policy implementation

Furthermore, the above table revealed that the model is a best fit for UPE policy implementation ( $p < 0.01$ ). Furthermore, planning, organising, staffing and budgeting were found to significantly affect UPE policy implementation. For example every single change in school planning was found to explain 66.3% variance in UPE policy implementation (Beta=0.663). The research considerations obtained from the research results represent the actual field data integrated into a computational platform. It is from the actual means that the constants are depicted. From the representation above, the validity has been provided based on the distribution of the results which imply that there was a fair displacement for all the variables in the study.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS, RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter dealt with the findings, conclusions and recommendations of the study.

#### **5.2 Discussion**

##### **5.2.1 UPE policy implementation in form of funding, human resource and school facilities**

Since the introduction of UPE in 1997, the Government of Uganda committed itself to provide funds for purchasing scholastic materials and construction facilities and human resource. Despite all the above mentioned, major problems exist more so Koboko municipality where the study was carried. The problems include the deteriorating quality of education which we shall categorise according to the aspects in the objective;

Funding; Government gives funds to schools as UPE Capitation grants based on the population of the school and school facility grants for construction in schools..These funds are inadequate. With SFG, not all schools are taken into consideration for classroom or latrine construction in a financial year and yet the population keeps growing. The ageing classroom blocks and those destroyed as a result of war are not repaired. These have contributed to inadequate classrooms hence overcrowding in schools in Koboko municipal. The inadequate UPE grants are overstretched on instructional materials making it difficult for teachers to teach the large number using the few materials hence poor performance. Some of the instructional materials government gives to schools are inappropriate because considerations are not given to SNE denying them the quality education talked of by the government. Government should give adequate grants which should be displayed and properly accounted for monitoring and supervision should be done by Municipal Education Officers to ensure guidelines to UPE grants are followed properly. It is true UPE on paper provides equal and affordable quality education to all school children; and to ensure that, both rural and urban schools are provided with similar resources by the Government.

Human resource especially teachers are inadequate in Koboko Municipality. There are the people who manage instructional materials and pass knowledge on to the child. They manage the curriculum within which teaching and learning are based. There is need to train and



recruit adequate teachers for quality performance. This recruitment should include teachers for special needs education so that every child regardless of his/her disability benefits from UPE policy of education for all. Teaching techniques, learning methods and materials need to be child centered and appropriate for children. In addition, teacher's capacity, morale, commitment, status, income and recognition to child right should be ensured (Theis 2004:28).

Facilities in a school are very important for quality education. Government has given to schools text books, desks, balls but because schools in municipality of Koboko lack stores for storage of items , libraries for keeping books, many of these supplies end up destroyed by termites. Fence is lacking in many Government schools in Koboko municipality exposing flowers and other valuable plants in schools to destruction by animals and the surrounding population who take advantage to misuse school toilets and even steal other valuables .That is why from the findings, the respondents positively indicated need to have fence and other storage facilities to keep school environment and other supplies safe.

### **5.2.2 School management in UPE Policy implementation**

On the effectiveness of UPE policy implementation in schools in Koboko Municipality, Uganda, the findings show that many of the respondents agreed and disagreed with many of the indicators provided. Planning and management of the education system requires policy dialogue, partnership and participation by the school management which will assist in improving the monitoring, supervision and ownership in the education programmes. Thus provision is made for an overview of the sector policy framework outlining sector policies that continue to underpin reforms, programmes and activities of the Primary Education sector through the Annual Education Sector Review dialogue.

The School Management are responsible for effective management in a school because they are expected to carry the organisational activities of their school, utilising the following aspects as referenced in the responses; Organizing by ensuring that there is friendly working relationship between the teachers and pupils, teachers and school administration, display and account properly for all grants and maintains a pupil friendly environment to attract high enrolment in the schools. The plan of funding UPE as structured on paper seems problematic as it may be a contributor to failure in its implementation as depending on foreign funds which come with strings attached are likely to lead to shortages of funds in critical sectors like primary education.

School managers should control the schools, guide the institutions in the rightful direction by contributing ideas to parents in meetings, provide timely feedback, motivate parents to send their children to school and strengthen teaching. Though UPE on paper recommends this, there is still a problem of availing adequate resources to all schools as noted by (Tomasevski 1999) that lack of scholastic and instructional materials in UPE schools especially areas far from urban setting continue to dominate reasons for school dropout as the opposite is true that children in town seem to be more privileged than those far from town since they can easily access schools with better facilities than their counterparts in the rural.

School managers should plan on how to accomplish a set organisation goal which according to the respondent needs consultation and full involvement of all the concerned key implementers. They also looked at motivation as a factor to arouse the interest of the staff towards achieving set goals. With education as a right, child- friendly environment has to be promoted and for this to happen, there is need to involve children, parents and teachers in curriculum development, choice of learning contents, selection of learning materials, education reforms and school management (Theis 2004:28-30).

The respondents also looked at good organisation as a factors for effective management of UPE schools in the municipality of Koboko which need involvement of the staff , having frequent meetings between the staff, parents and other stake holder to help eliminates doubt and bring good mutual understanding and hence harmony and development.

The results represented important parameters to explore the relationship between school management and the universal primary education policy in the context of enhancing the learning environment. Basing on these results, since the sig. value (0.002) was less than 0.05 which is the minimum required level of significance in social sciences. The hypothesis that there is no significant relationship between School Management and UPE implementation Koboko Municipality, Uganda is rejected.

### **5.3 Conclusions**

Based on the study findings presented, the following conclusions were drawn;

UPE has succeeded in increasing access to primary education which is one of the millennium development goals. The UPE policy has enabled many poor pupils who would otherwise have been locked out of accessing basic education. To some extent, lack of basic provisions such as uniform contributes to pupils' failure to attend school. On the other hand, net enrolment rate is high with UPE implementation and pupils are able to master at a minimum basic reading and numeracy skills in primary school education following the introduction of thematic in lower level P1-3. Moreover, primary school completion rates in Koboko municipality are fair and cases of school drop outs are being minimised. This is found to have been necessitated by the effect of UPE policy on local community involvement where the community members have played a role in ensuring school going children enrol and remain in school. However, the study has established some setbacks that have greatly influenced the implementation of UPE. For one thing, most school heads interviewed confirmed that the funds allocated to them were not sufficient to meet the school needs and that the amount need to be reviewed upwards whereas parents as education stakeholders are not ready to pay any fees in support of the UPE policy since primary education was declared free. For another, resources for UPE implementation are hardly enough although the government is seen to be trying to provide the required learning resources affecting UPE has been found to be the lack of active participation of all stakeholders leaving all the work to the head teachers who are already overwhelmed by UPE leadership and management functions as well as their side duties as education providers.

For effective and efficient implementation of UPE, proper planning for the limited resources and funds provided by the government for UPE implementation is very necessary. Successful implementation of any policy, project or programme highly depends on the participation of all stakeholders while sensitization, workshops and training programmes for all key stakeholders play a back-up role by ensuring all stakeholders are aware of their roles and have the knowledge and skills to play their part. Head teachers have the leadership and management function in UPE implementation and therefore require sound management skills for successful implementation.

Project management cannot be complete if it lacks the monitoring and evaluation component. The UPE policy implementation needs to be monitored and controlled for accountability purposes and to ensure its being implemented according to policy guidelines

#### **5.4 Recommendations**

The following are suggested in view of the two findings analyzed in the study;

1. The most important approach is for the government to create a comprehensive work frame which should be functionally established in order to determine the rightful policies from time to time. This should be done in consultation with key stakeholders at appropriate time to meet the demand of the changes in schools as per the period.
2. There should be adequate allocation of funds to all schools not only for building new structures but upgrade existing structures in Koboko municipality.
3. The government should focus on provision of quality education and if improving quantity is needed, then more structures should be built, teachers should be adequately facilitated and learning resources like books and classrooms should be financed adequately. These constraints will be evaluated and proper mechanisms put in place to ensure that there required attention put in place which will be proportionate to enhanced education development.
4. All schools need to be fenced to protect the learning environment and stop animals and other people from the surrounding from destroying school property like classrooms, latrines and trees.
5. UPE grant allocation be revised upwards and should not be based on enrolment but the location of the school and the background of the pupils to minimise school dropout.
6. Inspection of schools by the District Education Officers need to be intensified at least once every term in order to improve monitoring and evaluation process and efficiency in the use of resources and thereby contributing to the quality of education and facilitate correct reporting of the extent of implementation of UPE policy and the challenges on the ground.

### **5.5 Areas for further research**

Because of limitations to successful accomplishment of the research, further research is thus suggested. The study recommends that;

Research be done on enrolment and the education performance of pupils in Koboko Municipality, Uganda. This study recommends the following actions in line with reviewing quality, enrolment and empowering the school management.

Research is done on School management and teacher commitment in Koboko Municipality.

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**APPENDICES**

**APPENDIX 1: TRANSMITTAL LETTER**



Ggaba Road, Kansanga P.O. BOX 20000 Kampala, Uganda.  
Tel: +256 (0) 75 2 934526 Fax: +256 (0) 41 - 501974  
E-mail: admin@kiu.ac.ug Website: <http://www.kiu.ac.ug>

College of Education, Open and Distance e-Learning  
Office of the Principal

23<sup>rd</sup> September, 2016

To.....  
.....

*Accord him the necessary support in the research.*  
**MUNICIPAL INSPECTOR OF SCHOOLS**  
02 FEB 2017 \*  
**KOBOKO MUNICIPALITY**  
P. O. BOX 6, KOBOKO (U)  
*J. Harmsworth*

Dear Sir/Madam,

**SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANISATION**

With reference to the above subject, this is to certify that Mr. Yobuta Aluma Micheal (MED/34465/151/DU) is a bonafide student of Kampala International University pursuing a Master of Education degree in Education Management and Administration.

He is currently conducting a field research entitled 'The Impact of School Management and Universal Primary Education Policy Implementation in Koboko Municipality, Uganda.'

This area has been identified as a valuable source of information pertaining to his research project. The purpose of this letter therefore, is to request you to avail him with the pertinent information as regards to his study.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,  
  
**Dr. Fandi Seje**  
Deputy Principal - CEODL  
JEDD

**APPENDIX II**  
**LETTER TO THE RESPONDENCES**

Dear Respondents,

I am a master student of Kampala International University (KIU) conducting a research study as a requirement for the award of a master's degree in Educational Administration and Management. The research topic is School Management and Universal Primary Education Policy Implementation in Koboko Municipality. The purpose of the study is to examine School Management and Universal Primary Education Policy Implementation in Koboko Municipality-Uganda. I kindly request you to spare some time and fill this questionnaire. The information given will be used for academic purposes only and will be treated with utmost confidentiality. Your cooperation will highly be appreciated.

**APPENDIX III**  
**INFORMED CONSENT**

I am giving my consent to be part of the research study of **Yobuta Aluma Micheal** that will focus on **School Management and Universal Primary Education Policy Implementation in Koboko Municipality, Uganda**. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX IV**  
**CLEARANCE FROM ETHICS COMMITTEE**

Date -----

**Candidate's Data**

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of Study \_\_\_\_\_

**Ethical Review Checklist**

**The study reviewed considered the following:**

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

**Results of Ethical Review**

- Approved
- Conditional (to provide the Ethics Committee with corrections)
- Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

**APPENDIX V**  
**QUESTIONNAIRE**  
**RESEARCH INSTRUMENT**

*FACE SHEET*

**Please tick where appropriate**

Gender:

\_\_\_\_\_ Male

\_\_\_\_\_ Female

Age

\_\_\_\_\_ 21 – 30 yrs

\_\_\_\_\_ 31 – 40 yrs

\_\_\_\_\_ 41 – 50 yrs

\_\_\_\_\_ 51 and above

**Level of education**

\_\_\_\_\_ Primary school

\_\_\_\_\_ Secondary (O-Level)

\_\_\_\_\_ Secondary (A-Level)

\_\_\_\_\_ Other

**Working experience**

\_\_\_\_\_ Below 2yrs

\_\_\_\_\_ 3-5 yrs

\_\_\_\_\_ 7-8 yrs

\_\_\_\_\_ above 8 yrs

**QUESTIONNAIRE FOR SCHOOL MANAGEMENT STYLES**

**Direction:** On the space provided before each option, indicate your best choice by using the rating system below:

<b>Response Mode</b>	<b>Rating</b>	<b>Interpretation</b>
Strongly Agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

### ASPECTS OF SCHOOL MANAGEMENT

No.	Planning Employees need to be consulted for effecting planning.	Response			
		SA	A	D	SD
1	Teachers need to be part of budget planning				
	Head teachers need to encourage departmental heads to make departmental plans.				
	As a rule, employees must be given rewarded to motivate them to achieve organizational objectives				
	School owners follow set plans strictly				
	Organising				
	Organizing meetings monthly				
	Prefects are good in organizing pupils				
	Good performance shows level of organizing things.				
	Good organization leads to easy delegation				
	It creates harmony between teachers, parents and pupils				
	It improves the general learning conditions within an institution				
	Staffing				
	Effective teaching experienced.				
	There is easy allocation of subjects				
	There is observable improved performance				
	Instils discipline among children easily				
	Good staffing motivates parents to send children to school				
	Budgeting				
	Always displays how UPE money is spent				
	Always account correctly for all money collected				
	Departmental heads need to be involved for effective budgeting				
	School budgets are always approved by SMCs				
	Money is always adequate for budgeting controls and usage				
	Teachers need to be part of budget planning				

**Direction:** On the space provided before each option, indicate your best choice by using the rating system below:



## QUESTIONNAIRE FOR UPE POLICY IMPLEMENTATION

<b>Response Mode</b>	<b>Rating</b>	<b>Description</b>
Strongly Agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

### UPE POLICY IMPLEMENTATION

<b>No.</b>	<b>Variables</b>	<b>Availability of School materials</b>			
		<b>Readily Available</b>	<b>Scarcely available</b>	<b>Not available</b>	<b>Others</b>
1	<b>Funding</b>				
	The number of pupils has since doubled due to funding				
	Transition rate from primary to secondary increased				
	Learning materials have been over stretched and funds inadequate				
	Teachers find it easy to teach students of SNE				
	The school provide enough appropriate materials to the pupils				
	Teachers have morale and motivated				
	Classes are easily managed by teacher				
	It is easier for pupils to participate in class				
	<b>Average Mean</b>				
	<b>Construction of adequate classrooms</b>				
	classrooms spacious enough and adequate				
	All classrooms have proper blackboard				
	School attendance improve in schools with good facilities in class				
	Good classroom promotes easy individual teaching				
	Accidents are minimal in classrooms				

	<b>Average Mean</b>				
	<b>Recruitment of adequate qualified teachers</b>				
	Better training offers significant success in learning				
	There is positive learning as far as better resource factors are defined.				
	Pupils are happy and always perform if teachers are adequate				
	Skills and innovations are achieved at school only				
	Qualified teachers have the capability to provide expert teaching at all levels				
	Pupils engage with constructive debates with their teachers				
	<b>Average Mean</b>				
	<b>Control of enrolment</b>				
	Teachers visit pupils homes and talk to parents about absenteeism				
	Teacher have stopped corporal punishment				
	Parents check attendance of children at school				
	Quality teaching is provided in UPE schools				
	Schools are near and easily accessed by pupils				
	<b>Average Mean</b>				
	<b>Procurement of adequate facilities</b>				
	Toilets are adequate in schools				
	Washing facilities exist and are being used				
	Schools have libraries and children have access to them				
	SWT are provided with good and safe facilities for girls' personal hygiene				
	Stores for food and clean kitchen provided				