PHYSICAL RESOURCES AND PUPILS' ENROLMENT IN PRIMARY SCHOOLS, OLILIM SUB-COUNTY, OTUKE DISTRICT, UGANDA

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A   Thesis

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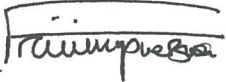
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By:

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DECLARATION A

"I confirm that the work presented in this thesis is my original and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

EPILLA FRANCIS.

Name and Signature of Candidate

Date   05 – 10 – 2012.

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DEDICATIONS

To Almighty God who has guided me from birth up to now.

To my father, Mr. John Wilson Otuke and my mother, Thereza Otuke, my brothers and sister who not only funded me but also encouraged me to expand my horizons and be what I am.

To my family, especially my loving wife Florence Epilla and my children Faith, Charity, Emmanuel and Victor for all the moral support and prayers they have rendered to me while I was pursuing this course.

I dedicate this research study to all of them.

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ACRONYMS/ABBREVIATIONS

HIV	-	Human Immune-deficiency Syndrome
MDG	-	Millennium Development Goal
MoE&S	-	Ministry of Education and Sports
PETE	-	Public Expenditure Tracking survey in Education
UBOS	-	Uganda Bureau of Standards
UPE	-	Universal Primary Education
USEPA	-	United States Environmental Protection Agency

ABSTRACT

This study is entitled Physical resources and pupils' enrolment in primary schools in Olilim sub-county, Otuke district, Uganda. It was based on four objectives namely; to determine the profile of respondents; to determine the level of physical resources in Olilim Sub-County primary schools; to determine the rate of pupils' enrolment in Olilim sub-county primary schools; and to examine the relationship between the level of physical resources in Olilim sub county primary schools and the rate of pupils' enrolment. A total of 115 respondents from eleven schools participated in the study. The study employed a descriptive survey design and an expost-facto design. Data was analyzed using computer programmes like Microsoft Excel and SPSS, and was presented in frequency tables and means. The findings revealed that majority of the respondents were male (64.3%); majority were grade III teachers (61.7%) and majority (58%) had served in the current schools between 0-3 years. As for the level of physical resources, it was found out to be satisfactory (mean, 1.88), the rate of pupils enrolment was found to be high (54.78%); and there was no significant relationship between the level of physical resources and the rate of pupils' enrollment. It was recommended that parents, non-Governmental organization and other stakeholders should work hand in hand with the government to provide the schools with more and better physical resources.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Provision of Universal Primary Education (UPE) has, especially since the early 1960's, featured prominently among the many development priorities of developing nations, and it is a target in the Millennium Development Goal (MDG) framework of 2015. At the national level, practically all governments have at one time or other acknowledged their responsibility to provide education to all citizens at some specific future date. It is difficult to generalize about the educational situation within Sub-Saharan Africa because of the diverse cultural, economic, and political factors which influence education service provision. Universal Primary Education implies that every child lasts through the primary school stage and that every child learns.

Every child has the right to receive a basic education. World-wide efforts have been initiated in an attempt to try to provide a basic education for all children. The benefits of education are well documented and need not be over emphasized. Improvements in socio-economic status, lower fertility, better health and gender mobility are all important reasons for investing in education. They can have a long term impact on social and economic development, which, in turn, can alleviate poverty. However, despite continued commitment and

investment, millions of children in Sub-Saharan Africa remain seriously disadvantaged in education compared with other developing regions; enrolment is lower, drop out higher, and the gender disparities widest (Odaga & Heneveld, 1995). Girls, in particular, are the most disadvantaged in education in Sub-Saharan Africa as a growing body of literature aptly shows (Hyde, 1993; Odaga & Heneveld, 1995).

Many developing countries Uganda inclusive have devoted substantial proportions of their resources to the expansion of primary education in recent years. This expansion is believed to contribute to economic development by producing primary school graduates who can either enter the labor force with basic literacy and computational skills or who can go on to secondary education to meet high level manpower objectives.

Primary school education is fundamental for creating economic development and growth. Denison 1975 & 1985, in the US established that education is more than important than increases in capital accumulation in accounting for worker productivity and US economic growth. In developing countries like Uganda, Tilak (1989) indicated that social returns to education are at least as high as any reasonable measure of opportunity cost of capital and are greater for primary education as compared to that of secondary and higher education. According to (Wolff, Schiefelbein and Valenzuela, 1994) the social returns to primary

education in Latin America is estimated to be about 17%. Therefore the high returns to primary education emphasize the need for basic education (completing primary education cycle) among the population.

A population that is less educated is less productive. Enrolment is a necessary condition for obtaining literacy in a formal system but not sufficient to attain literacy. Higher enrolment leads to higher literacy rates provided dropouts do not increase at the same rate.

Uganda has made significant development progress over the last two decades. According to the latest Uganda National Household Survey, published late in 2006, the national poverty rate has declined to 31% for 2005/06, from 56% in 1992/93 and 38% in 2002/03 (UBOS, 2006). Prudent macroeconomic policies have generated robust growth, at an average rate of 5.6% over the five years to 2004/05 and forecasted at 6.4% for 2006/07-2008/09. HIV/AIDS adult prevalence has declined significantly from around 18% in the early 1990s to 6.4% in 2005 and primary level net enrolment rates have increased from 62.3% in 1992 to 92% for girls and 94% for boys in 2006 (World Bank, 2007).

However, in spite of an enrolment growth since 1997, when the UPE was initiated, UPE has for most countries Uganda inclusive proven to be a very elusive target. The cost of attaining these objectives has been increased because

only a small proportion of the increasing number of children entering school complete the primary cycle (low retention rate). Since most of those who drop out lapse into illiteracy. Expenditure on these students is essentially wasted. Eliminating fees in schools is not sufficient to ensure educated populations; education requires keeping children in school. Thus, if the developing countries are to adopt effective policies to reduce dropout rates and thereby improve the efficiency of their school systems, they must understand the school factors which influence the dropout rate. The inadequacy of the school system to attract and keep children is more crucial than household's economic circumstances for explaining why so many children are not in school.

Resource allocations to Universal Primary Education (UPE) have been increasing since its initiation. The substantial increase in the public expenditure on provision of Universal Primary Education seems not matching the retention rates a motivation for this paper. The Public Expenditure Tracking survey in Education (1999) that improved resource flow especially the non-wage and construction of school facilities. Despite the increases in public spending and reduction in resource leakages, it is increasingly becoming difficult to attain high retention as well as reducing inequalities. An effort to increase human resource through UPE, construction of more classrooms among others has not translated into increased retention and reduced inequalities. Inequalities in retention are more complex than achieving increased enrolment in primary schools. A lot of research has

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been done on the enrolment of pupils on UPE and evidence suggests increasing enrolment since its initiation. However little is known about their retention rates and the disparities that may exit as a result of the school factors. The main goal of this research is to examine the influence of physical resources on the enrolment of pupils in Otuke District.

Statement of the Problem

The increasing enrolment of pupils in primary schools in Otuke District and its resultant problems have been a matter of concern to educationist (MoE, 2009). These problems seem to include the lack of physical resources. Common observation in the school system shows teachers managing overcrowded classes of pupils. The researcher's observation is that the physical resources are not enough in the schools to match the increasing enrolment of pupils. This is in the sense that no matter how laudable an educational programme may be, if the number of physical resources needed to carry out the programmes is inadequate, the programme will not be as good as expected. The problem of this study therefore was to determine whether or not the availability of physical resources matches the increase in pupils' enrolment in primary schools.

Purpose of the Study

The purpose of the study was to:

1. To validate the theory to which the study is based.

2. To test the hypothesis that there is no significant relationship between the level of physical resources and pupils enrolment in Olillim Sub-county primary schools.

3. To bridge the gaps identified during literature review.

Research Objectives

1. To determine the profile of respondents in terms of age, gender, education qualifications, number of years in the present school.

2. To determine the level of physical resources in Olilim Sub-county primary schools.

3. To determine the rate of pupils' enrolment in Olilim Sub-county primary schools.

4. To determine whether or not there is a significant relationship between physical resources and pupils' enrolment in Olilim Sub-county primary schools.

Research Questions

1. What is the profile of respondents in terms of age, gender, education qualifications, and number of years in the present school?

2. What is the level of physical resources in Olilim Sub-county primary schools?

3. What is the rate of pupils' enrolment in Olilim Sub-county primary schools?

4. Is there a significant relationship between physical resources and pupils' enrolment in Olilim Sub-county primary schools?

Hypothesis

There is no significant relationship between physical resources and pupils' enrolment in Olilim Sub-county primary schools.

Scope

Geographical scope

The study was carried out in all the primary schools of Olilim Sub-county, Otuke District. Otuke is a district in Northern Uganda. Otuke District is bordered by Agago District to the north, Abim District to the northeast, Napak District to the east, Amuria District to the southeast, Alebtong District to the south, Lira District to the southwest and Pader District to the northwest. Otuke, where the district headquarters are located, lies approximately 66 kilometers by road, east of Lira, the largest city in the sub-region. This area was chosen because of the high number of school dropouts.

Head teachers and teachers sometimes do not deal with the problem appropriately due to lack of understanding for the real cause and poor enrolment; the research will help them to know how to deal with the different problems that their schools face.

Operational Definitions of Key Terms

For the purpose of the study the following terms will be defined.

Profile of respondents: the social economic background of respondents.

Physical resources: the material items needed for the pupils to study.

School dropout: the number of pupils who enroll in a school during a year but leave the school before the end of the year. It does not include pupils who transfer from one school to another.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter is composed of the theoretical review, conceptual framework and reviews of some of the works of different authors.

Concepts, Opinions, Ideas from Authors/ Experts

Resources

According to Maged (1997), physical resources are the resources that are made by man through his abilities and skill. The buildings, technology, and many more products that are made by man is an example of physical resources. This resource helps man's daily activities become easy. Physical Resources include buildings and equipment both on and offsite required to serve the needs of the firm/ institution in relation to its stated purpose, programs and activities. To fulfill a major part of the needs of education it is essential to have well designed and maintained buildings on suitable and adequate sites providing sufficient classroom accommodation, modern equipment, specialist rooms, amenities and facilities of the highest standard (Maged, 1997).

According to Johnson (1998), physical resources the resources that contribute to the establishment of a climate in which effective learning can occur. They include buildings, grounds, utilities, laboratories, shops, equipment and materials

whether owned or rented, both on-campus and off-campus locations, which are adequate to enable the institution to fulfill its stated purposes and objectives. The facilities should be designed, constructed and maintained in accordance with legal requirements regarding physical access, environmental standards and regulations, energy efficiency, safety, security, aesthetics, and consistency with the institution's mission. Adequate safety equipment and supplies are mandatory in laboratories and other hazardous areas. Proper management, maintenance, and operation of all physical facilities are accomplished by adequate and competent staffing.

In enumerating the factors that could be responsible for varying school enrolment, Coombs (1970), listed four important factors including the acute scarcity of physical resources which he said constrained educational systems from responding more fully to new demands'. He claimed that, in order to do their part in meeting the crisis in education, educational systems will need real resources that money can buy, they will need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipments and more learning materials.

On human resources, various educators for example, Ukeje (1970) and Fafunwa (1969) have written extensively on the prime importance of teachers to the

educational development of any nation be it simple, complex, developed or developing. From the writings of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized. Assuming that necessary facilities are adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students themselves have interest in learning, learning cannot take place without the presence of the teacher.

Teachers represent a large proportion of the input of an educational system. Coombs (1970) observed that "the problem of teacher supply is not one of simple numbers. It is first and foremost a problem of quantity and of getting the right quality. Fayemi (1991) also observed that "it is a truism that teachers are the hubs of any educational system" that upon their number, their quality and devotion depend the success of any educational system".

Fafunwa (1979) in his paper "The purpose of teacher education" commented on the importance of teachers when he said:

> *"The demand for more and better schools, the need to relate curriculum to the needs of the child and the environment, the crying needs of the child and his other instructional materials, the desirability of training in*

vocational and technical skills, and indeed the overall problem of preparing the future citizens of Africa who will be fully oriented to their environment cannot be fully accomplished without the aid of competent teachers" (page 36 – 37).

Fagbamiye (1977) noted that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipments than those schools which have difficulty in attracting experienced and qualified staff. Numerous investigations have also been carried out to find the effects of instructional resources on students' academic achievement. Eminent scholars have also contributed immensely to report the effect of one variable on the other. Consequently, there have been many reports from these studies which had served as useful guides to the present one.

Akintayo (1980) did a survey of the learning and teaching problems of history in the secondary schools in Ekiti central local government area of Ondo State. She made use of 100 students and all history teachers in 6 secondary schools. Questionnaires were distributed to them to respond to. 44% of the students agreed that one of the factors affecting poor performance in history is lack of qualified teachers to teach the subject.

Enrolment

Makubuya (2005) defines enrolment as the process of initiating attendance to a school, or the total number of students properly registered and/or attending classes at a school.

Cost, financial aid, and academic reputation are the most important determinants of enrolment across all types of educational institutions. These three factors play a critical role in influencing enrollment Chan (1996). It should be noted that employment opportunities, which is a unique item on the career school survey and was not included in the chart above, was the top enrollment factor for career institutions, with 89 percent of students indicating that it was important or very important to their decisions.

Few policies, if any, are as universally accepted as that of raising primary school enrolment in poor countries. Virtually every World Development Report published annually by the World Bank has recognized, in one form or another, the importance of primary schooling as an input to the social and economic progress of poor countries. And within the academic literature, a host of studies have documented the market and nonmarket returns that come from completing primary schooling, both in poor and rich countries alike Chan (1996).

But raising primary school enrolment in developing countries is easier said than done. The relative importance of school supply versus household demand factors remain controversial, with serious implications for education policy. For example, if children's enrolment rates are not responsive to local school infrastructure, government interventions aimed at increasing access to schools will have very limited impact on overall schooling levels, thus effectively reducing the set of options available to policymakers Chan (1996).

And even if regional variations in schooling infrastructure can be related to household schooling choices, as several studies have shown, efficient policy decisions require knowledge of the particular dimensions of school infrastructure that matter most Chan (1996). This latter issue is contentious in both developing and developed countries alike, and has been the topic of several recent articles seeking to measure the type of schooling infrastructure (access, quality, etc.) that makes a difference for household schooling choices.

The gross school enrollment rate in primary school is at least the double of that of secondary school in many countries. In Sub-Sahara Africa for instance it is three times bigger. The huge difference in these figures suggests that there are different mechanisms driving the likelihood to be enrolled in primary school. It can result from differences in the quality and quantity of primary and secondary schools. It may also stem from the demand side factors Chan (1996).

At a general level, the decision to enroll a child in school can be taught to depend on cost and benefit. The costs depend both on the opportunity cost of child's time and on the direct costs of schooling. The benefits include economic returns in the form of improved of future earnings opportunities or productivity Chan (1996). The empirical literature has indeed identified some demand (e.g., education of household head, child labor) and supply (school fees, availability of schools) factors that affect parent's decision to send their children to school. Child labor is seen as opportunity cost of child's time devoted to schooling. As such child labor is endogenous to schooling. A suitable explanatory variable of school enrolment is therefore child wage.

Children characteristics also play a role on school enrolment. Child-specific explanatory variables used are age, sex and the indicator if the child is a son or daughter of the head of the household. Few household's and child' characteristics seem to affect the probability to be enrolled in primary school Chan (1996). Among children of 10 to 17 years old, boys are more likely to be at school. Head of household's own children have higher probability to be enrolled compare to others (foster). Parental education plays a positive role on primary enrolment while the effect of household expenditure is not very clear.

In Uganda, according to the Ministry of Education and Sports' Revised Education Sector Strategic Plan (2007 – 2015) over the years (2000–2007) there was a steady increase in enrolment in all primary schools i.e. from 6,559,013 in 2000, to 7,414,880 in 2007, a 13% increase over the seven years. According to the Ministry of Education and Sports fact booklet (2004), between 2000 and 2004, the pupil to teacher ratio in Government primary schools steadily decreased from 65 to 53. Given that enrolment significantly increased over the same period, reduction in pupil to teacher ratio implies a proportionately higher increase in recruitment of Teachers.

For the same period 2000-2004, Pupils classroom Ratio dropped by 22 points (from 106 to 84). Despite a steady decrease, the ratio remained higher than the ideal figure (40%), and it shows that still, there is a mismatch between enrolment levels and supporting infrastructures. The Pupils Text Book Ratio remained constant at 4 during 2000 and 2001 for all categories of schools. Although in 2004 a new syllabus was put in place, there were no textbooks for the new syllabus and that is why there were no ratios computed for year 2004. The Net Enrolment Ratio for primary schools increased from 110.7% to 111.7% between 2000 and 2001, and decreased to 89% in 2002 remained constant at 89% in 2003 and decreased to 81.4 in 2004.

According to the Ministry of Education and Sports' Revised Education Sector Strategic Plan (2007 – 2015) Primary enrolment numbers 6,559,013 in 2000, rose to 7,414,880 in 2007. The implementation of UPE program has resulted into increased access from 3 million (1987) to 7,414,880 million children (2007).The growth of enrollment has increase demand on delivery in puts like classroom stocks, number of teachers, instructional material and teacher's houses. Despite registered successes of the UPE program, a number of challenges still exist such as; low completion rates; high dropout and repetitions; Head teacher, Teacher and pupil absenteeism, weak capacity for school inspection and; inadequate resources for infrastructure and instructional materials.

Theoretical Perspectives

The study was based on Systems theory which was proposed in the 1940's by the biologist Ludwig von Bertalanffy (: General Systems Theory, 1968), and furthered by Ross Ashby (Introduction to Cybernetics, 1956). Von Bertalanffy was both reacting against reductionism and attempting to revive the unity of science. He emphasized that real systems are open to, and interact with, their environments, and that they can acquire qualitatively new properties through emergence, resulting in continual evolution. Rather than reducing an entity (e.g. the human body) to the properties of its parts or elements (e.g. organs or cells), systems theory focuses on the arrangement of and relations between the parts which connect them into a whole (cf. holism). This particular organization

determines a system, which is independent of the concrete substance of the elements (e.g. particles, cells, transistors, people, etc). Thus, the same concepts and principles of organization underlie the different disciplines (physics, biology, technology, sociology, etc.), providing a basis for their unification. Systems concepts include: system-environment boundary, input, output, process, state, hierarchy, goal-directedness, and information.

The developments of systems theory are diverse (Klir, Facets of Systems Science, 1991), including conceptual foundations and philosophy (e.g. the philosophies of Bunge, Bahm and Laszlo); mathematical modeling and information theory (e.g. the work of Mesarovic and Klir); and practical applications. Mathematical systems theory arose from the development of isomorphies between the models of electrical circuits and other systems. Applications include engineering, computing, ecology, management, and family psychotherapy. Systems analysis, developed independently of systems theory, applies systems principles to aid a decision-maker with problems of identifying, reconstructing, optimizing, and controlling a system (usually a socio-technical organization), while taking into account multiple objectives, constraints and resources. It aims to specify possible courses of action, together with their risks, costs and benefits. Systems theory is closely connected to cybernetics, and also to system dynamics, which models changes in a network of coupled variables (e.g. the "world dynamics" models of Jay Forrester and the Club of Rome).

Related ideas are used in the emerging "sciences of complexity", studying self-organization and heterogeneous networks of interacting actors, and associated domains such as far-from-equilibrium thermodynamics, chaotic dynamics, artificial life, artificial intelligence, neural networks, and computer modeling and simulation.

Related Studies

A number of related studies have been carried out on resources and enrolment, such as the following;

In a Virginia study, Cash (1993) developed research that examined the impact of various factors of building condition on learner achievement in a manner that controlled for socio-economic status of the learners. Cash (1993) found that when socio-economic factors were constant, facility condition had a significant correlation with learner achievement. Specifically, Cash (1993) found that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom furniture, wall color and acoustic levels correlated with learner achievement at a significant level when controlling for socio-economic status of learners.

Chan (1996) conducted a similar study of the impact of physical environment on learner success. This study classified 165 Georgia schools into one of three

categories: Modern Learning, Obsolete Learning, or Half Modern Learning Environment. Other than building age, differences in the three categories included lighting, color schemes, air control and acoustic levels (Chan, 1996). As one might expect, Chan (1996) found learner achievement to be highest in Modern Learning Environments and lowest in Obsolete Learning Environments. Chan (1996) concluded that technologies and adaptabilities of modern environments better equipped learners for success and that to ignore that fact was to disregard the physical difficulties of learning.

An issue related to school size is the ability for learners and staff to establish personal links with one another and with the physical environment. This notion has been adopted by school designers as they design entire campuses or as they lay out classroom plans that allow for small-group or individualized instruction (Cook, 2002). Bryk (1994) found that learners in smaller learning environments achieved at higher levels than their cohorts in larger schools. This University of Chicago study (Bryk, 1994) supported suggestions that smaller high schools not only provided a safer environment than their large counterparts but they also promoted advanced academic achievement. In an examination of hundreds of such studies, the Educational Research Information Clearinghouse commissioned a report that supported the assumption that smaller schools provide more attention to and support for individual learner success (Raywid, 1999).

However, studies based upon cost-per-graduate instead of cost-per-pupil indicate that smaller schools are as efficient financially as their larger counterparts (Nathan, 2002a). School systems promoting smaller campuses have also found that the sharing of learner-support facilities such as libraries and gymnasiums have lowered the construction and operating costs of decreasing school size (Nathan, 2002b).

Arguments other than cost efficiency exist in reluctance to build smaller schools. Some of this resistance finds its roots in more affluent communities, where research indicates that the link between school size and learner achievement is not as strong (Howley & Bickel, 2002). Support for larger schools is also based upon the premise of learner choice. Proponents of large schools, especially large high schools, base their position upon the assumption that larger schools provide a wide range of curricular choices such as advanced classes and fine arts. (Viadero, 2001).

The size and variety of course offerings also affords larger schools the luxury of employing more specialized and diverse staff members (Stevenson & Pellicer, 1998). Similar arguments for larger schools espouse the ability of large schools to support extracurricular programs such as athletic teams, theatrical productions learner clubs and competitions (Viadero, 2001).

The small-school movement is an issue that is not solely addressed by building more schools in attempts to keep campus enrollment down. The high school setting in particular has provided a number of alternative design methods that aid is establishing smaller learning communities. One such method is the schools-within-schools, where larger campuses are broken up into smaller groups of learner and teachers assigned to interdisciplinary teams (Raywid, 2002). Modern schools are being designed by architects in attempts to accommodate small groups such as "houses," "families," "clusters" and other small learning communities (Cook, 2002). Some high schools are allowing learners to attend schools-within-schools arranged to fit a particular curriculum theme (Gewertz, 2001). Gewertz (2001) reports that these smaller themed learning communities utilize the original campus layout with renovations allowing for specialized laboratories in each smaller sub-school.

An Orange County, California study showed a significant correlation between natural lighting and learner success (Hale, 2002). Hale (2002) reports that learners in the Capistrano Unified School District with natural lighting provided by windows or skylights scored 19 to 26 points higher on standardized tests than their cohorts with little or no natural lighting in their classrooms. This study (Hale, 2002) does not clearly assign whether the improvement in learner achievement was due to increased light, quality of light or the physiological effect of natural lighting.

In a middle school study, learner achievement was compared across three campuses. The study found that learners in classrooms with large or high amounts of windows and skylights outperformed other learners by five to 14 points on end-of- course tests (Rouk, 1997). Ruck (1989) stated that windowless environments generate a great amount of tension, especially when coupled with restricted spaces and monotonous tasks. Lackney (1994) found that windowless spaces contribute to negative attitudes on the part of learners and teachers.

As schools have been successful in eradicating asbestos, arsenic in drinking water and lead in paint, mold and its effect on indoor air quality have established a new challenge in maintaining a comfortable environment in which learners can learn (Colgan, 2003b). Studies have shown that schools with indoor air quality problems experience a higher rate of health problems with learners (Guarneiri, 2003). It then stands to reason that sick children will not be as likely to succeed academically.

The research linking specific airborne pathogens with specific learner health problems is still in the infancy stage (Smolkin, 2003). Smolkin (2003) reports that schools are working under the consultation of the Environmental Protection Agency to establish maintenance practices and educational programs to assist schools in maintaining healthy buildings while informing parents of the risks that

are actually linked to poor indoor air quality.

Learner attendance has long been linked to success in school. Therefore, it stands to reason that educational leaders and policy makers would be interested in the physical conditions that contribute to absenteeism. The Environmental Protection Agency reports that respiratory problems such as asthma are the leading cause of learner absenteeism, leading to more than 10 million missed school days per year (Lyons, 2002). Lyons (2002) states that the Environmental Protection Agency's Science Advisory Board and the Cincinnati Asthma Prevention Study name indoor air pollutants as one of the top causes of asthma complications. The U.S. General Accounting Office reported in 1995 that more than half of our nation's 91,000 public schools have conditions that adversely affect indoor air quality (Lyons, 2002).

Many facility conditions other than indoor air quality have been found to influence learner attendance. A study of 139 Milwaukee public schools showed that, when controlled for socioeconomic status, learners' attendance and achievement were positively correlated to facility quality (Lewis, 2001). School size, as mentioned earlier, has been found to affect learner achievement. A portion of this impact can be greatly attributed to the influence that school size has upon learner attendance.

Education author Bracey (2001) notes that an abundance of research corroborates the belief that smaller high schools will improve attendance rates. Research in Oregon found better attendance rates in high schools with enrollments between 600 and 900 learners (McComb, 2000). McComb (2000) writes that the benefits to attendance do not continue as enrollment dips below 500 learners.

Increasing school size was seen as a method of enhancing curriculum offerings while lower per pupil costs. However, the benefits of larger schools have not been realized for many learners, especially those from low-income families (Howley, 1994). The increase in size of these campuses has been connected with a decrease in learner attendance rates (Raywid, 1996). Smaller schools have been found to foster instructional innovation that, in turn, engages learners and provide motivation for class attendance (Irmsher, 1997).

Along with school size, the age of educational facilities can also contribute to attendance rates. Bowers and Burkett (1989) compared schools with ages differing by 44 years. The study found that learners in the modern school had favorable attendance data when compared to the learners in the older facility. In a study of Texas middle schools, building age had the highest correlation with learner variables including learner attendance (O'Neill & Oates, 2001).

The illumination of classrooms has also been found to have an impact on attendance as well as achievement. The Alberta Department of Education conducted research that compared children in classrooms with some natural lighting to those attending class with typical electric lighting. This study indicated that learners who study under full-spectrum lighting attended school three days more per year than learners attending schools in buildings with other lighting (Rouk, 1997).

Higher levels of daylight illumination has been found to increase initiative and, in turn, raise motivation for attendance (Ruck, 1989). Schools have realized financial benefits parallel with the academic benefit of improved attendance through the enhancement of classroom lighting. Not only are modern lighting systems utilizing daylight more energy efficient. Schools participating in energy achievement contracting have found that, by improving classroom lighting, attendance rates have risen leading to increased state funding (Birr, 2000).

Studies have found that interior color also has an impact upon learner attitudes and behavior. Early research on the impact of color took place in industrial settings. Earthman and Lemasters (1996) write of studies that determined certain colors that assist in increasing achievement of workers in factory and office settings. Research regarding the impact of color has entered the educational arena and has found a link to teaching and learning. Color has been

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found to influence learner attitude, behavior and learning (Sinofsky & Knirk, 1981). Certain researchers (Papadatos, 1973) have suggested that educators can manipulate atmosphere from constricting to engaging by changing color schemes in instructional areas. Papadatos (1973) suggests that such changes would promote positive perceptions and behaviors as well as increase attendance.

While designers and educators strive to take proactive steps to improve the ambient environment of our classrooms, the sad reality exists that we live in a society that must be conscious of and prepared for violence from within and without our campuses. The occurrence of school violence has led to a collision of seemingly opposite forces of providing a warm, welcoming learning environment versus securing learners and staff from attack or sabotage (Kosar & Ahmed, 2000).

Black (2002) reports that when larger schools do not promptly replace or repair facilities damaged by vandalism, they send a message to learners that vandalism is allowed. The anonymity that learners experience at large schools runs much deeper than the topic of vandalism. Violent acts such as the Columbine tragedy are often carried out by learners who feel disconnected and unwelcome in school, yet go undetected by the adults on our campuses (Kennedy, 2003e).

CHAPTER THREE

METHODOLOGY

Research Design

The researcher used a descriptive survey research design in order to obtain information concerning physical resources and pupils enrolment. The study also used a descriptive correlational design because it established the relationship between the two variables. It also employed the expost facto design because it established the enrollment of pupils in the primary schools of Otuke District. The data was just retrieved from the school records.

Research Population

The target population of the study included 115 teachers in all the eleven primary schools of Olilim Sub-county, Otuke District. All teachers were targeted to be included in the study because of their small number.

Sample Size

Though all the 115 teachers in the eleven primary schools in Olilim Sub – County, Otuke district were targeted and included in the sample, the questionnaires were distributed to all the 115. The researcher therefore did not use a sample but rather included all respondents.

Sampling Procedure

Given the limited number of schools in the sub county (11 schools) and the limited number of teachers (115 teachers), a universal sampling approach was used. All of them were included in the sample, as seen below.

Table 1: Sample size

NO	SCHOOL	NUMBER OF TEACHERS
1	Amackide primary school	10
2	Aleri primary school	12
3	Ogwete primary school	10
4	Acanpii primary school	12
5	Alut kot primary school	10
6	Alukot primary school	10
7	Amoni primary school	10
8	Tegweng primary school	10
9	Ikwee primary school	10
10	Aluga primary school	10
11	Amackide primary school	11
Total		115

Sampling procedure:

Since the entire population of study was included as respondents, the researcher used universal sampling procedure. All respondents were able to meet the minimum criteria for consideration, which included;

i. Being male or female.

ii. Teachers who have been in the school for more than one year.

iii. Teachers from schools selected for the study.

Since the teachers in the schools were few the researcher decided to involve all of them in the study.

Research Instrument

The research tools that were utilized in this study include;

1. Face sheet to gather data on the respondent's demographic characteristics (age, gender, number of years in present school and educational qualification)

2. Researcher devised questionnaire to determine the level of physical resources(30 items). The response and scoring mode was as follows.

Strongly disagree (1) disagree (2) agree (3) Strongly agree (4)

Validity and Reliability of the Instruments

Content validity was ensured by subjecting the researcher's devised questionnaires on physical resources and the level of pupils enrollment in primary schools in Olilim sub – county, Otuke District to judgment by the content experts such as two doctors in educational management.

It was obtained by measuring the content validity index (CVI). The test-retest technique was used to determine the reliability (accuracy) of the researcher devised instruments by six qualified respondents. These respondents were not to

be included in the actual study. In this test —retest technique, the questionnaires were administered twice to the same subjects. The test was reliable and the trait being measured was stable, the results were consistent and essentially the same in both times.

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the school of post graduate studies and research for the researcher to solicit approval to conduct the study from the District Education Officer and respective heads of primary schools.

2. When approved, the researcher secured a list of qualified respondents from the school authorities in charge and selected through convenience sampling the minimum sample size.

3. The respondents were explained about the study and were requested to sign the informed consent form.

4. More than enough questionnaires for distribution were reproduced.

5. Research assistants who would assist in the data collection were selected, briefed and oriented in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer completely not to leave any part of the questionnaires unanswered.

2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.

3. On retrieval, all returned questionnaires were checked If all were answered.

After administration of the questionnaires

The data collected was encoded into the computer and statistically treated using the statistical package for social sciences (SPSS)

Data Analysis

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents. The levels of physical resources, the rate of pupil enrolment and the relationship between physical resources and pupil enrolment were analyzed by the SPSS programme and presented using means and frequency counts.

Mean - Rage	Response Mode	Interpretation
3.26 — 4.00	Strongly Agree	Very High
2.51 —3.25	Agree	High
1.76 — 2.50	Disagree	Low
1.00 — 1.75	Strongly Disagree	Very Low

Regarding the enrolment rate, the percentage distribution was used, with the following percentage range:

Percentage range	Interpretation
0 – 24	Very low
25 – 49	Low
50 – 74	High
75 – 100	Very high

Ethical considerations

To ensure confidentiality of the information provided by the respondents and ascertain the practice of ethics in this study the following activities were implemented by the researcher;

1. The respondents and the schools were coded instead of reflecting their names.

2. Permission was solicited through a written request to the concerned officials of the primary schools included in the study.

3. The respondents were requested to sign the informed consent form(appendix iii)

4. The authors quoted in the study were acknowledged through citations and referencing.

5. The findings were presented in a generalized manner.

Limitations of the study

Attrition: - Some of the respondents of the study were not present due to sickness and travel.

Selection: The respondents were not selected through simple random sampling.

Instrumentation: - The questionnaire was not standardized.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

Demographic characteristics of respondents

The study used a sample of 100 respondents from all the primary schools in Olilim Sub County, Otuke district, and was carried out based on four specific objectives; that is, to determine the profile of respondents in terms of age, gender, education qualifications, number of years in the present school; to determine the level of physical resources in Olilim Sub-county primary schools; to determine the level of pupils' enrolment in Olilim Sub-county primary schools; and to determine whether or not there is a significant relationship between physical resources and pupils' enrolment in Olilim Sub-county primary schools.

The first objective was to find out the demographic characteristics of the respondents, which is presented in Table 2;

Table 2: Demographic Characteristics of the Respondents

Background info.	Category	Frequency	Percentage
Gender	Male	74	64.3
	Female	41	35.7
	Total	**115**	**100**
Age in years	17-25	11	9.5
	26-34	41	35.7
	35-43	34	29.6
	44 and above	29	25.2
	Total	**115**	**100**
Educational Qualification	Grade III	71	61.7
	Grade V	34	29.6
	Graduate	2	1.7
	Post Graduate	8	7.0
	Total	**115**	**100**

Source: *Primary Data, 2012*

From the information obtained from the field as shown in table **2** above, out of the 115 respondents chosen for the study, 74 of them were male (representing 64.3%) and 41 were female (representing 35.7%). These figures show that there is a relatively balanced gender consideration when choosing the sample for the study.

As indicated in Table 2, the ages of respondents were divided into four categories; 11 respondents (represented by 9.5%) were between 17 -25years of age; 41 respondents (representing 35.7%) were aged between 26-34 years, 34 respondents (representing 29.6%) were aged between 35 – 43 years, and 29 respondents were aged 44 years and above (representing 25.2%). These figures show that all age groups were considered when choosing the sample, and also that most respondents are in their youthful ages where they are most effective at work.

The information in Table 2 further shows the academic qualifications of respondents and here, 71 respondents (61.7%) were Grade III teachers, 34 respondents (represented by 29.6%) were Grade V teachers, 2 respondents (1.7%) were Graduate teachers and 8 respondents (representing 7.0%) were post graduate teachers. These figures indicate that the educational qualification pyramid narrows at the top, implying that fewer teachers go for qualification upgrading.

The demographic composition of respondents, as indicated in Table 2 above shows that generally, all respondents were legally mature and qualified for the various responsibilities on their jobs. Therefore, the respondents used were capable of providing relevant information for the study.

Level of Availability of Physical Resources

The independent variable in this study was availability of physical resources. And the second specific objective was to determine the level of availability of physical resources in selected primary schools in Olilim Sub County, Otuke district, Northern Uganda. A checklist was used to observe the availability of physical resources in the primary schools, and results are are shown in Table 3;

Table 3: The Level of Physical Resources in Olilim Sub - County Primary schools

Categories	Mean	Interpretation	Rank
Classrooms are big enough to accommodate about 40 pupils each	3.55	Very satisfactory	Very adequate
The school has a play ground for the pupils to play from	3.18	Satisfactory	Adequate
The school has enough classrooms for the pupils	3.03	Satisfactory	Adequate
The school has enough furniture for every pupil to sit on	3.02	Satisfactory	Adequate
The school has enough textbooks for the pupils	2.54	Satisfactory	Adequate
The school has enough toilet facilities to cater for both pupils and teachers	2.41	Unsatisfactory	Inadequate
The school has separate toilet facilities for pupils and teachers	2.29	Unsatisfactory	Inadequate
The school has enough hand- washing facilities near all toilets in school	2.29	Unsatisfactory	Inadequate
The school has enough furniture for the teachers	2.29	Unsatisfactory	Inadequate
The school has enough land to cultivate food for the pupils and teachers	2.24	Unsatisfactory	Inadequate
The school has enough games & sports equipments e.g. balls, nets, boots, etc	2.22	Unsatisfactory	Inadequate
The school has enough rubbish collection and disposal facilities	2.19	Unsatisfactory	Inadequate
The school has enough teachers to teach pupils	2.14	Unsatisfactory	Inadequate
The school has enough reference textbooks for the teachers	2.09	Unsatisfactory	Inadequate
The school has enough garden tools to cultivate food for the pupils and teachers	2.03	Unsatisfactory	Inadequate
The school has specially designed toilet facilities for disabled pupils	1.91	Unsatisfactory	Inadequate
The school has a spacious staffroom for the teachers	1.61	Very unsatisfactory	Very inadequate
The school has enough cooking utensils for preparing, keeping and serving food for the staff and pupils	1.46	Very unsatisfactory	Very inadequate
The school has a library which is well furnished	1.38	Very unsatisfactory	Very inadequate
The school has enough notice boards in all classroom	1.35	Very unsatisfactory	Very inadequate
The school has a type writer for typing examinations and other documents	1.21	Very unsatisfactory	Very inadequate
The school has enough rooms to keep science apparatus	1.17	Very unsatisfactory	Very inadequate
The school has specially designed toilet facilities for disabled teachers	1.15	Very unsatisfactory	Very inadequate
The school has a good kitchen where food is prepared for the teachers	1.14	Very unsatisfactory	Very inadequate
The school has an ambulance for taking very sick pupils to referral hospital	1.11	Very unsatisfactory	Very inadequate
The school has enough computers for producing examinations and other documents	1.11	Very unsatisfactory	Very inadequate
The school has a health facility to treat sick pupils	1.08	Very unsatisfactory	Very inadequate
The school has a school van to take teachers for inter-school visits, tours and other out of school activities	1.06	Very unsatisfactory	Very inadequate
The school has a school bus to take pupils for out of school activities	1.00	Very unsatisfactory	Very inadequate
Average mean	**1.881**	**Satisfactory**	

Source: Researcher, 2012

The results in table 3 show that the level of physical resources in Olilim sub-county primary schools is satisfactory (mean 1.88). This means that the physical resources are available to a satisfactory level. Among items under physical resources, the elements of classrooms being large enough to accommodate about 40pupils each was ranked highest, with a mean of 3.55, interpreted as very satisfactory. This means that a lot has been done to build classrooms. This could be because of the government's investment in free primary education sector. The Government usually builds for schools.

The findings in table 3 also reveal that, the schools in Olilim sub-county have good play grounds (mean 3.18), they have enough classrooms for pupils (mean, 3.03), have enough furniture for the pupils to sit on and have enough text books for the pupils (mean 2.54), all of which were interpreted as satisfactory. This could also be attributed to the Government policy of buying such items like furniture and text books to the schools under universal primary education since all the schools under study were under universal primary education (UPE)it could be the reason why such elements were found out to be satisfactory.

Other aspects were found out to be fair meaning that, they are not good enough and not so bad these included toilet facilities for boys and girls (mean, 2.41); schools having hand washing facilities near all toilets in the school (mean, 2.29); schools having enough games and sports equipments (mean, 2.22), the schools

having enough garden tools to cultivate food for the pupils and teachers (mean, 2.03). This could be because the schools under study are located in a rural area, where majority of the parents are financially challenged. Because of this, they can hardly work hand in hand with the schools management to build the schools. In this study, fourteen items were ranked poor, with means ranging from 1.00 to 1.61. Among these were schools not having spacious staffrooms for teachers, well finished library, typewriters, computers, ambulance, health facilities, school vans .All these 14 items being related poor means that those things are not there in many schools and where some of them exist, they are of poor quality or are inadequate. This is also probably because of the schools under study being in a rural area where many parents are facing economic challenges.

Rate of Pupils' Enrollment in Primary Schools in Olilim Sub-County, Otuke District

The third objective of this study was to determine the rate of pupils' enrollment in primary schools in Olilim sub-county, Otuke district, Northern Uganda. The data retrieved from the schools under the study are shown in table 4

Table 4: Rate of Enrollment of Pupils in Primary Schools in Olilim Sub-County, Otuke District

Schools	2010	2011	2012	Rate (%)
1.Amackide primary school	390	550	500	12.26
2. Aleri primary school	613	693	619	0.49
3.Ogwete primary school	613	610	552	-5.24
4.Acanpii primary school	381	402	356	-3.38
5.Alut kot primary school	349	491	420	9.11
6.Alutkot primary school	349	491	420	9.11
7.Amoni primary school	449	420	399	-5.90
8.Tegweng primary	385	430	411	3.26
9. Ikwee primary school	633	554	605	-2.26
10. Aluga primary school	475	518	702	19.41
11. Amac Kide primary school	390	550	560	17.92
Total	**5027**	**5709**	**5544**	
			Grand Rate	**54.78**

Table 4 shows the enrollment of pupils in the eleven primary schools in Olilim Sub-County, between the years 2010 and 2012.

Table 4 reveals that, on average, the rate of enrolment of pupils in the eleven schools under study was high (grand rate of 54.78%). The analysis in Table 4 indicates that Aluga primary school registered the highest rate of enrolment (19.41%), followed by Amac Kide primary school (with 17.92%). The high rate of enrolment could be because these schools are located near internally displaced people's camps that were set up during the war and this leads to

increases in enrolment since many of the people have not yet gone back to their ancestral homes.

The school which registered the lowest rate of enrolment was Amoni primary school (-5.90%). This could be because the communities surrounding this school were the most affected by the war and most people fled to the internally displaced people's camps, and most of them stayed there up to now, thereby keeping the rate of school enrolment low.

Table 4 reveals that, on average, the number of pupils in each school is high. This is because, on average, the recommended number of pupils in a class is 40. Therefore, in a primary school with one stream in each class; a school should have 280pupils (40x7). Each of all the 11 schools under study had a population of above 280 pupils.

Many of the schools as shown in Table 4 range between 340-700 pupils. Therefore, the level of enrolment is high .The total number of pupils enrolled in 2010 was 5027. The enrolment in 2011 increased by 9.6% to 5709 pupils, and in 2012 enrolment declined by 3.9% to 5544.

The possible explanation for high enrollment could be the Government policy of compulsory primary education. It could also be due to high level of sensitization

of the people in Otuke district about the importance of sending their children to school.

Table 5: Significant Relationship between Physical Resources and Pupils' Enrolment in Olilim Sub-County Primary Schools

Variable correlated	Mean	R-value	Sig	Interpretation	Decision on HO
Physical Resources Vs pupils enrolment (year 2010)	457	.151	.658	Positive and insignificant Relationship	Accepted
Physical Resources Vs pupils enrolment (year 2011)	519	.405	.217	Positive and insignificant Relationship	Accepted
Physical Resources Vs pupils enrolment(year 2012)	498	.010	.976	Positive and insignificant Relationship	Accepted

Table 5 reveals that the relationship between the level of physical resources and the rate of pupil enrollment in Olilim Sub-County is insignificant, since, the significance value for the year 2010 was .658; for 2011 it was .217; and in 2012 it was .976. All these significance -values are above 0.05, the level of significance. Therefore, the relationship is not significant. In other words, the level of physical resources does not affect the enrollment of pupils in Olilim Sub County in a big (significant) way. No matter the level, quantity or quality of physical resources, pupils are enrolled in the schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of findings

The findings of this study are summarized as seen below

1. Profile of respondents

Majority of the respondents of the study were male (74%).Only 26% were female .As for age, majority were aged between 26-34 years. Majority of the respondents were holding grade iii certificate as their highest level of education .Also majority of the respondents (50%) had served in their current schools between 0-3yeras.

2. Level of Physical Resources in Olilim Sub-County primary schools

The findings revealed that the level of physical resources is satisfactory (mean, 1.88). Among the physical resources classrooms being big enough was ranked highest with a mean of 3.55.

3. Rate of Pupils' Enrolment in Olilim Sub-County primary schools

The retrieved data revealed that, the rate of pupils' enrollment in primary schools in Olilim Sub County is high (54.78%).

4. Relationship between the level of physical resources and the level of enrollment

The findings revealed that, there is no significant relationship between the level of physical resources and pupils enrollment in Olilim sub-county primary schools.

Conclusion

The following conclusions were made;

1. The systems theory was upheld by the findings of the study. This is because the study illustrated that the availability of physical resources impacts the rate of pupil enrolment in primary schools.

2. The null hypothesis that there is no significant relationship between the level of physical resources and the rate of pupil enrolment in primary schools in Olilim Sub County, Otuke district, was upheld. The study found out that there is no significant relationship between the level of physical resources and the rate of pupil enrolment in primary schools in Olilim Sub County, Otuke district (sig=0.000). This therefore upheld the null hypothesis of the current study.

3. The gaps have been bridged in the literature, for example, though many of the studies reviewed were related to the current study, they were

carried out in other regions within and outside the country. The current study concentrated on physical resources and pupil enrolment in Olilim Sub County, Otuke district.

Recommendations

The government should endeavor to provide the necessary facilities in schools so that the environment for teaching and learning for both pupils and teachers is adequately facilitated. Basic essential facilities like enough classroom structures, desks and seats, sanitary facilities, feeding, library and laboratory for science subjects should be provided in adequate quantities.

The recruitment of teachers should be proportional to the enrolment levels of pupils. In order to avoid overworking teachers, the number of teachers should be maintained at a ratio of at least 1:40 pupils, in that way, crowding of classrooms and overworking of teachers will be avoided.

Parents and guardians should be encouraged to take interest in and participate in appraising the levels of physical resource availability in schools. The findings show that some physical resources like the availability of computers, health units, library, laboratory and school van/bus have little or no impact at all on the enrolment levels of pupils.

Parents, Non –government organization and other stakeholders should work hand in hand with the government to provide the schools with better physical facilities /resources.

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Appendix 1 - Transmittal Letter

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)

SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MR. EPILLA FRANCIS TO CONDUCT RESEARCH IN YOUR INSTITUTION

The above mentioned candidate is a bona fide student of Kampala International University pursuing a Masters in Education Management.

He is currently conducting a field research for his dissertation entitled,

PHYSICAL RSOURCES AND PUPILS' ENROLMENT IN SELECTED PRIMARY SCHOOLS IN OTUKE DISTRICT, UGANDA

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

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,

Novembrieta R. Sumil,ph.D.

Deputy Vice Chancellor, SPGSR.

Appendix II - Clearance from Ethics Committee

Date_____

Candidate's Data

Name_____

Reg.#_____

Course_____

Title of Study

_____

_____

Ethical Review Checklist

The study review 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

- 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 III - Informed Consent

I am giving my consent to be part of the research study of Mr. Epilla Francis that will focus on Physical resources and pupil's enrolment in selected primary schools, Olilim Sub-county, Otuke District, 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 any time.

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_____

INFORMED CONCENT

I am giving my consent to be part of the research study of Mr. Epilla francis that will focus Physical resources and pupils' enrolment in selected primary schools, Olilim Sub-county, Otuke District, 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 any time.

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_____

FACE SHEET

Code # _____   Date   Received   by   Respondent

_____

PART 1: RESPONDENT'S PROFILE

1. Gender _____ (a) male   _____ (b) female

2. Age ____ (a) 17-25 _____ (b) 26-35_____ (c) 36-43

   _____ (d) 44 and above

3. Educational qualification

_____ (a) Unqualified   _____ (b) Grade iii certificate   _____ (c) Diploma

_____ (d) degree   _____ (e) post graduate

4. Number of years in the present school

____ (a) 0-3 years _____ (b) 4-7 Years _____ (c) 8 years and above

PART 2: LEVEL OF PHYSICAL RESOURCES

Direction 1: Please tick the box which best applies to your observation on the availability of the physical resources. Kindly use the scoring system below:

Score	Response Mode	Description	Interpretation
4	Strongly Agree	You agree with no doubt at all	Very satisfactory

3	Agree	You agree with some doubt	Satisfactory
2	Disagree	You disagree with some doubt	Unsatisfactory
1	Strongly Disagree	You disagree with no doubt at all	Very unsatisfactory

Physical resources	Availability			
	Very Satisfactory	Satisfactory	Unsatisfactory	Very unsatisfactory
The school has enough textbooks for the pupils.				
The school has enough reference textbooks for the teachers.				
The school has enough play ground for the pupils to play from.				
The school has enough classrooms for the pupils.				
Classrooms are big enough to accommodate about 40 pupils each.				
The school has a school bus to take pupils for out of school activities.				
The school has a school van to take teachers for inter-school visits, tours and other out of school activities.				
The school has a health facility to treat sick pupils.				
The school has an ambulance for taking very sick pupils to referral hospital.				
The school has enough furniture for every pupil to sit on.				
The school has enough furniture for the teachers.				
The school has a spacious staffroom for the teachers.				
The school has a good Kitchen where food is prepared for the teachers.				
The school has a good Kitchen where food is prepared for the pupils.				
The school has enough cooking utensils for preparing, keeping and serving food to the staff and pupils.				
The school has enough land to cultivate food for both pupils and teachers.				
The school has enough garden tools to cultivate food for pupils and teachers.				
The school has enough teachers to teach pupils.				
The school has enough toilet facilities to cater for both pupils and teachers.				
The school has separate toilet facilities for pupils and teachers.				
The school has specially designed toilets facilities for disabled pupils.				
The school has specially designed toilet facilities for disabled teachers.				
The school has a library which is well furnished.				
The school has enough rooms to keep science apparatus.				
The school has enough notice boards in all classrooms.				

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The school has enough computers for producing examination and other documents.				
The school has a type writer for typing examinations and other documents				
The school has enough hand-washing facilities near all toilets in the school.				
The school has enough rubbish collection and disposal facilities.				
The school has enough games and sports equipments, for example balls, nets, boots, etc.				