

**THE CONTRIBUTION OF PRIVATE PRIMARY SCHOOLS IN EDUCATION**

**ACCESSIBILITY IN KUMI DISTRICT:**

**A CASE STUDY OF**

**ONGINO SUB-COUNTY,**

**BY**

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## DEDICATION

I dedicate this piece of work to my beloved parents Mr. Odikor John Peter and Ms Adong Lucy.

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I wish to thank the management of Kampala International University which had enabled me to study for Bachelors Degree in Education.

Last but not least I wish to pay tribute to my colleagues in education department for academic and moral support.

**DECLARATION**

I **IDEIT BEN** hereby declare that this research report has been written out of my own efforts and it has never been presented to any institution of higher learning for the award of a Degree.

Signature:  .....

Date: 3-9-2017 .....



**APPROVAL**

This is to certify that this research report on the topic **“The Contributions of Private Primary Schools towards Education Accessibility of Pupils.”** written by Ideit Ben has been read and approved to have met part of the requirements and regulations governing the award of a Bachelor of Primary Education of Kampala International University.

Signature:.......... Date :.....10/10/2017.....

**DR. OLOWO G. GEORGE**

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## ABSTRACT

The study was basically to assess the contribution of private primary school in Ongino sub-county, Kumi district. The objectives of the study included;

1. To examine the extent to which private primary schools have contributed to the education accessibility.
2. To establish the challenges experienced by private primary schools in promoting education accessibility.
3. To determine ways of improving the contributions of private primary schools in education accessibility.

In order to obtain relevant and detailed data from the field among the selected respondents, self administered questionnaires, record reviews and interview guides were used as key tools of data collection

The study findings gathered from the field indicated that;

Private primary schools had largely increased education accessibility in various ways for instance through the better academic performance they exhibited, affordable fees being charged, efficient and effective management of pupils, teachers and head teachers, provision breakfast and lunches to children at school, etc

The private primary schools were experiencing some challenges including; high staff turnover, stiff competition, limited financial resources, limited infrastructure like, classroom, limited land for expansion, incompetence of teachers, insecurity.

The challenges experienced by the private primary schools could be addressed through the adaptation of measures such as; creation of partnership by the private primary schools with the government for instance; in the construction of classrooms, payment of teachers' salaries and the provision of instructional materials such as text books since private primary schools experience financial hardships for their smooth running, recruitment of fully trained, qualified and experienced teachers, facilitation incompetent teachers to go for refresher courses and further training in order to equip them with the latest skills etc.

The conclusions deducted from the study findings were that; primary schools to a greater had increased education accessibility; the operation of the private primary schools was hindered by various challenges and such challenges could be tackled with the suggested measures presented in chapter four

The recommendations were; government to increase its support in private primary schools recruitment of qualified teachers, strengthening of local accountability by increasing the capacity of SMCs to develop school budgets and widening opportunities for generating more money

# CHAPTER ONE

## GENERAL INTRODUCTION

### 1.0 INTRODUCTION

This chapter contains the back ground to the study, problem statement, the purpose of the study, the objectives of the study, research questions, the scope of the study, justification of the study, and significance of the study, limitations of the study, and delimitations of the study and definition of the key terms.

### 1.1 Background to the Study

The background of the study was written in the following four perspectives;

#### 1.1.1 Historical perspective

According to the ministry of education and sports (2003/04): *Education Annual Performance Report*, before the liberalization of the policies, partnership between the MoES, schools, foundation bodies and the families were not in existence. After the liberalization of the policies, there has been intensified partnership most notably with the government and other donors or private investors. In 2004, there were about 2000 private primary schools in the country. Continued deliberate effort to partner with the private sector in the provision of education has raised the number of licensed private primary schools from 799 in 2002 to 855 in 2003.

The donor under the unified umbrella known as the Education Funding Agencies contributes about 52% of the primary education budget. Government therefore recognizes that education heavily depends on the successful partnership with the donors and other stakeholders such as NGOs who have provided relatively well-equipped schools with a variety of market-oriented programs.

The government of Uganda has succeeded in increasing enrolment of the children especially in urban areas compared to the rural areas (MDG report, 2010). The government has also adopted other numerous quality initiatives, policies and curricula reforms like; introduction of thematic curriculum in 2007, which focused on literacy, numeracy and life skills using local languages, revised upper primary curriculum setting management standards for the schools through revised basic requirements (MDG report, 2010).

Despite all these, a number of children still stay at home because of limited access to equitable primary education. Deeply remote areas still cannot afford to take their children to school because of distance, especially security among other reasons.

However the private sector and other government organizations in the field of education have explored all the possible avenues to establish schools even in such remote and insecure areas. For example The United Commissioner for Refugees (UNHCR) and other non-government organizations were jointly tasked with the international mandate to restore people to dignity by ensuring the provision of basic human rights that had been denied to them in their home countries. "UNHCR releases 2004 Global Refugee Statistics.

Major educational reforms began in Uganda in late 1970s when an education review committee under Idi Amin Dada proposed the introduction of universal primary education (UPE) over a period of 15 years. Another commission on education was created by Milton Obote in 1980, but this time under the national resistance Movement (NRM).

This program initially expanded for children per family from primary school fees. The number of children enrolled in primary schools increased in primary schools in Uganda, equivalent to a net enrolment rate of 85%. Naoki Yoshikawa (2005)

### **1.1.2 Contextual perspective**

Equitable access to primary education: Access to primary education has increased to over 7.3 million with the girl-child being the greatest beneficiaries. Completion rates have increased from 49.1% in 2002 to 62% (2004) but with more boys than girls (i.e. 61% and 68% respectively), transition rate for senior five (5) for boys is higher than that of girls (i.e. 43% for boys and 33% for girls. (Ministry of education and sports, National strategy for girls' education in Uganda, 2006).

Not only has private education sector provided equitable access to primary education, but it has established special Needs education. Following the efforts to increase awareness about the value of education for children with disabilities, their total enrolments grew from 218,286 (117,824 males and 100,462 females) in FY 2002/2003 to 247953, (133487 males and 114,466 females) in FY 2003/04 at primary level, (Eilor, 2004).

Non formal education: several initiatives have been undertaken by private education sector in collaborating with other stakeholders with a view to enable the out school youth benefit from education through alternative education delivery modalities. These include; alternative basic education for Karamoja (ABEK), Complementary opportunities for primary education (COPE) to mention but a few. Currently the enrolment in Non-Formal programs stands to over 20,567 boys and 27248 girls in primary education.

The donors under the benefit umbrella known as the education funding agencies contribute about 52% of primary education budget. Government therefore recognizes that education heavily depends on the successful partnership with the donors and other stakeholders such as NGOs who have provided relatively well-equipped schools with a variety of market-oriented programmes (Eilor, 2004)

### **1.1.3 Conceptual perspective**

There are insufficient schools, classrooms, and trained teachers for the influx of pupils who have joined primary schools since the introduction of UPE in 1997. Indeed, for every permanent classroom in Uganda, there is an average of 228 pupils. As concluded in a study of Action Aid-Uganda/Center for Basic Research. “UPE has improved children’s access to classroom buildings but not to quality of primary education”. (Ministry of education and Sports 2003). Private primary schools have therefore been established to avail an alternative access to quality and equitable primary education.

Providing physical facilities; the massive increase in pupils’ numbers created a problem of classroom space. Although the proprietors of private schools have embarked on a drive to build more schools and provide instructional materials. This is still far inadequate, “the increase in the number of schools has not kept pace with the increase in the number of pupils”, (ministry of Education and Sports 2011)

### **1.1.4 Theoretical perspective**

According to Donald (2008) absence of leakage of resources through ghost teachers, misuse of money’s. Unlike in government headed schools where there is a leakage between the central government and the schools, private schools recruited their own teachers that they control directly and such schools charge fees within school fees. In so doing, such linkages are far

mentioned and eliminated. This provides a comparative advantage for the private schools not only to provide reliable access to education, but also quality education to the citizens.

According to education statistics of MoES data base contained 14,281 primary schools in 2002 and shows that Uganda has done an admirable job of increasing access to primary education to provide quality access to primary education, teachers are the most valuable resources. They play a big role in improving the educational outcomes. However, Uganda's main efficiency problem is the poor utilization of its teaching staff. Donald (2008) gave three pieces of evidence to support this conclusion. First over three quarters of teachers are not in class teaching when unannounced school visits are conducted and any of them are even at work. Secondly, across districts teachers are not deployed to the regions where there is greatest need for them.

### **1.2 Problem Statement**

Despite the government initiative to provide free access to primary education for all, the challenge still remains in the rural areas with limited access to primary education for all. In Ongino Sub-County for example there were only 9 government aided primary schools. Within a population of over 30,000 people, about 60% of the children in the sub-county had not been able to access primary education. (Ongino Sub-County Educational Report 2011) children had to walk for more than 3-4 kilometers to find a nearest primary school. In addition to that the state of these government aided schools was not pleasing at all; the classrooms were very small and dilapidated.

Ongino Sub-County educational Report (2011) highlighted that out of the 9 primary schools in the Sub-County each school on average had been 450 to 500 pupils. This was far too low compared to total number of schools going age children in the sub-county. The report further noted that over 63% of the children in Ongino Sub-County did not access to quality education due to long distance and the poor conditions of the available primary schools.

For this reason many children had opted to drop out of school given the conditions that they were subjected including; long distance walking, hunger among others. This revealed that the performance of pupils was worse in rural where the pupils had to walk for long distances to reach schools.

Within the liberalization/privatization of the education sector there was hope that access to primary education was most likely to improve.

### **1.3 Purpose of the Study**

The purpose of the study will be to assess the contributions of private primary schools towards the education accessibility of pupils of Ongino Sub-County.

### **1.4 Objectives of the Study**

The study will be guided by the following objectives;

4. To examine the extent to which private primary schools have contributed to the education accessibility.
5. To establish the challenges experienced by private primary schools in promoting education accessibility.
6. To determine ways of improving the contributions of private primary schools in education accessibility.

### **1.5 Research Questions**

1. To what extent have private primary schools have contributed to the education accessibility?
2. What challenges are experienced by private primary schools in promoting education accessibility?
3. In what ways can the contributions of private primary schools in education accessibility?

### **1.6 Scope of the Study**

#### **1.6.1 Geographical Scope**

The study will be conducted in Ongino Sub-County, Kumi District, Eastern Uganda, Ongino Sub-County is boarded in the north by Toroma, on the East by Magoro Sub-County in Katakwi District, in the south by Malera Sub-County, Bukedea District and in the West by Kumi Sub-County in Kumi District. The study was concentrated in four (04), selected private primary schools that is Jopa Junior Nuresary and Primary schools in Obule Village, MoruPeded Parish, Ongino Parents school in Atutui Village, Ongino Parish. The reason for

Selecting these schools is because they are within the reach of the researcher with a walk-able distance. Also because it will be costs effective to the researcher.

#### **1.6.2 Time Scope**

The study findings will be drawn of the period between 2011 and 2016 the time will enable the researcher to write the proposal and gather data from the field.



### **1.6.3 Content Scope**

The study will cover the extent to which private primary schools have contributed to the education accessibility, the challenges experienced by private primary schools in promoting education accessibility and ways of improving the contributions of private primary schools in accessibility of education.

### **1.7 Justification of the Study.**

The introduction of universal primary education (UPE) did not mean that primary schools education in Uganda is completely accessible to everyone due to insufficiency of schools, classrooms, and trained teachers to accommodate such massive numbers of enrolled children. For example, for every permanent classroom in Uganda, there is average of 228 pupils compromise the quality of education. Unlike initially where the program exempted four children per family from primary school fees.

The rational for conducting this study is therefore to establish the extent in which primary schools have increased the education accessibility for the excess number of pupils that the government aided primary schools could not absorb.

### **1.8 Significance of the Study**

The findings of the study will help private sector to set up more private primary schools to minimize large enrolment in government primary schools.

The study findings will also help the private primary schools to lobby for help both locally from the parents, local governments, and internationally; form donors and other international organization that support education like UNICEF.

By identifying problems encountered by private primary schools, it will help private primary schools and investors, and other stakeholders to find out meaningful and practical solutions to the problems.

The research findings can be used by the ministry of education and sports to regulate monitor and evaluate the general performance of private primary schools and government primary schools.

The findings of this study will also help in the formulation and implementation of strategies that could be used to govern, monitor and establish private primary schools at regional and national levels.

### **1.9 Limitation of the Study**

The researcher will encounter the following challenges during the study.

There will be inadequate financial support to facilitate the smooth running of all the activities in the field. That is the typesetting, printing and photocopying costs for the proposal and questionnaires, transport costs and feeding.

There will be natural hazards like rainfall, sun heat and deaths interference in the communities chosen for this study especially during the process of data collection. This will make some respondents inaccessible and will necessitate the researcher to make other return trips.

There will be a challenge of limited time; time will be not enough for the researcher to gather all the information especially when it comes to assessing the progress and performance of the learners in private primary schools. Because these will require applying tests and critical analysis of the PLE results for the past years for each of the schools and comparing them with those of the government aided schools which was time consuming and rigorous.

Verifying the information given will be a problem especially where there will be no records or reports by authorized persons.

### **1.10 Delimitations of the Study.**

The researcher will overcome the limitations of the study in the following ways;

The little financial support from the family members will be used to facilitate the study

The research will also provide questionnaires, for literature respondents to fill in at their free time in case of death occurrence within the community of the study to avoid very many return trips.

The researcher will convince the respondents by first explaining them the benefits of the study and how the research will lead to further development of education in their community.

The researcher will try as much as possible to maximize time by making and honoring appointments with the selected respondents who can give detailed and adequate information to help in the research process.

The researcher will use local leaders, local councilors and district education officer to help verify the information obtained from the respondents.

Adequate, continued and technical guidance from the research supervisor will also contribute to success of this research.

### **1.11 Definition of the Key terms**

**Private:** belong to or for use of one particular or group of persons. Philips, H.M (2005)

**Education:** a system of training and instructing children and young people in schools, colleges etc designing to give Knowledge and develop skills Mawlimu Team (2012)

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 INTRODUCTION

This chapter concerned with the literature review of the past scholars/ authors related to the contribution of private primary schools in education accessibility. The literature review was based on the objective of the study.

#### 2.1 The extent to which private primary schools have contributed to education accessibility.

Major educational reforms began in Uganda in late 1970s when an education review committee under Idi Amin Dada proposed the introduction of universal primary education (UPE) over a period of 15 years. Another commission on education was created by Milton Obote in 1980, but this time under the national resistance Movement (NRM).

This program initially expanded for children per family from primary school fees. The number of children enrolled in primary schools increased in primary schools in Uganda, equivalent to a net enrolment rate of 85%. Naoki Yoshikawa (2005)

The existence of UPE does not mean that primary schools education in Uganda is completely accessible to everyone. Parents or Guardians must often support the cost of school buildings, books, writing materials, school meals, and uniforms. The results have been the development of schools that are dependent on the government and receiving government aid for teachers' salaries-do charge school fees, which are prohibitive for many families, especially in rural areas. (Ministry of education and sports 2003).

There are insufficient schools, classrooms, and trained teachers for the influx of pupils who have joined primary schools since the introduction of UPE in 1997. Indeed, for every permanent classroom in Uganda, there is an average of 228 pupils. As concluded in a study of Action Aid-Uganda/Center for Basic Research. "UPE has improved children's access to classroom buildings but not to quality of primary education". (Ministry of education and Sports 2003). Private primary schools have therefore been established to avail an alternative access to quality and equitable primary education.

Equitable access to primary education: Access to primary education has increased to over 7.3 million with the girl-child being the greatest beneficiaries. Completion rates have increased from 49.1% in 2002 to 62% (2004) but with more boys than girls are higher than that of male counterparts (i.e. 61% and 68% respectively), transition rate for senior five (5) for boys is higher than that of girls (i.e. 43% for boys and 33% for girls Ministry of education and sports, National strategy for girls education in Uganda 2006)

Not only has private education sector provided equitable access to primary education, but it has established special Needs education. Following the efforts to increase awareness about the value of education for children with disabilities, their total enrolments grew from 218,286 (117,824 males and 100,462 females) in FY 2002/2003 to 247,953, (133,487 males and 114,466 females) in FY 2003/04 at primary level, (Eilor, 2004).

Non formal education: several initiatives have been undertaken by private education sector in collaborating with other stakeholders with a view to enable the out school youth benefit from education through alternative education delivery modalities. These include; alternative basic education for Karamoja (ABEK), Complementary opportunities for primary education (COPE) to mention but a few. Currently the enrolment in Non-Formal programs stands to over 20,567 boys and 27,248 girls in primary education.

The donors under the benefit umbrella known as the education funding agencies contribute about 52% of primary education budget. Government therefore recognizes that education heavily depends on the successful partnership with the donors and other stakeholders such as NGOs who have provided relatively well-equipped schools with a variety of market-oriented programs (Eilor, 2004)

According to Donald (2008) absence of leakage of resources through ghost teachers, misuse of money's. Unlike in government headed schools where there is a leakage between the central government and the schools, private schools recruited their own teachers that they control directly and such schools charge fees within school fees. In so doing, such linkages are far mentioned and eliminated. This provides a comparative advantage for the private schools not only to provide reliable access to education, but also quality education to the citizens.

Donald (2008) added that in private schools, there is proper and efficient management of pupils' teachers and head teachers absenteeism. Therefore the level of engagement of learners is high

and the level of head teachers monitoring of school reading/learning program is also high; thereby providing reliable access to primary education.

## **2.2 The challenges experienced by the primary schools in promoting education accessibility.**

Providing physical facilities; the massive increase in pupils' numbers created a problem of classroom space. Although the proprietors of private schools have embarked on a drive to build more schools and provide instructional materials. This is still far inadequate, "the increase in the number of schools has not kept pace with the increase in the number of pupils", (ministry of Education and Sports 2011:11)

Ministry of education and sports (2003/04) : in its education annual performance report added that the massive numbers in most primary schools without Commensurate expansion in facilities teachers and teaching/learning materials have compromise the quality of education. Although no thorough studies have been carried out, the Ministry of education and sports itself raises this concern when in its report says, "The quality of teaching has probably been affected by adverse teacher pupil ratio after the liberation of the education system in Uganda"

Alice (2011) acknowledged that the quality of school facilities has an indirect effect on learning which is hard to measure. In most districts classroom structures are poor. In Kumi District for example, about 52% of the schools in the district do not have adequate classrooms therefore classes are conducted under trees and if it rains, they run to the church or mosque for shelter". With Ongino being the worst affected.

Kadoa, (2011) however, noted much private primary schools have constructed some class rooms; the newly built classrooms have few desks and chairs. In some schools in Ongino sub-county, there are very few desks and chairs, the pupils have to bring bricks to sit on as the lessons are going on. There are very few teachers' houses and schools cannot find houses to rent in some rural schools. Such learning environment does not motive the children as well as the teachers.

According to education statistics of MoES data base contained 14,281 primary schools in 2002 and shows that Uganda has done an admirable job of increasing access to primary education to provide quality access to primary education, teachers are the most valuable resources. They play a big role in improving the educational outcomes. However, Uganda's main efficiency problem is the poor utilization of its teaching staff. Donald (2008) gave three pieces of evidence to

support this conclusion. First over three quarters of teachers are not in class teaching when unannounced school visits are conducted and any of them are even at work. Secondly, across districts teachers are not deployed to the regions where there is greatest need for them.

Thirdly, within schools, teachers are not being assigned duties in such a way that class sizes across the grades are the smallest possible rather the early grades have large class sizes, and the later grades have much smaller sizes.

Not only that, according to primary headship article July (2006), it explained that recruitment of teachers is one of the factors that has hindered the efforts of private primary schools to provide quality access to education. The staffs are some of the best ambassadors for our schools, but we face problems attracting and retaining quality staff. Many of us are too small to have an obvious career; we may not be able to pay higher salaries and allowances, said one of the head teachers in Moyo District. The challenge is to go as far as one can to reward good teaching and try to give job satisfaction in other ways. Many teachers would be happy to trade some potential salary for small classes and more interesting curriculum. The problem can be in keeping the options viable and in being prepared to accept that some staff would move on after a few years to enhance their careers. Clearly we have to attract enough good staff to ensure community of care and good practices.

The Primary headship article (July 2006) added that some of the independent primary schools, particularly in small day schools, work in areas where there are penalty of rivals, some much bigger than they are. This may seem strange at first glance, but is not really suppressing as areas where there are many professional families are clearly the right locations to set up a private type of school tend to have good reputations and they take most of the children leaving the private primary school with very few students.

According to Alice (2012) teachers' competency in rural private primary schools is also a big challenge facing private primary schools. Qualified teachers (Grade 3) are not attracted to such remote areas without adequate facilities. In Kumi district for example, the inspector of schools has reported that untrained and unqualified teachers as well as teachers with fake documents are attracted to such schools. This in my opinion is because the private schools administrators find it easier to attract these kinds of teachers and recruit and pay them.

Kagoda. (2011) affirmed that competence of teachers as mentioned above is questionable. High quality teachers tend to remain in urban schools with urban amenities like piped water, electricity, relatively better housing schools with access to communication lines like roads, mobile phone networks have better teachers some with high qualifications of diploma or degree in primary education. “There is generally academic weakness among teachers in rural schools. They cannot read, write and speak in English fluently. There is no reading culture among rural teachers; the newspapers are not available and too expensive for them. Reading materials are absent in rural schools. Teachers who are weak are not allowed to teach in urban schools”. This kind of teachers finds it difficult to interrupt and implement the curriculum books. “Using textbooks and teaching aids is cumbersome for most therefore they use simple approaches/methods of teaching” (inspector of schools Kumi district). Similarly, the DEO said “teachers are not practical, they talk and chalk in the class, and they lack a variety of teaching methods”. This also means teachers cannot prepare lesson plan and schemes of work at night.

According to Naoki Yoshikawa (2005) he stated that private schools have limited opportunities for making money to support development activities. Most small independent schools only depend on fees as income, within little opportunity to make extra money by other means. Boarding schools may be able to rent put their premises for conferences in the holidays, but most days schools, apart from possible letting the school hall, have very little opportunity for extra income. Thus, limiting expansion and provision of instructional materials facilities. this created situations whereby head teachers are not able to pay their teachers in time or even provide adequate instructional materials, for example in the area of study, most teachers who teach private primary schools also complain of delayed salaries and no allowances for extra work they do. Most of them have opted to either teaching or join other professions.

### **2.3 Possible ways of improving the contributions of private primary schools on education accessibility.**

According to Monoz (2007) and Purewed (2001) parents have a responsibility to contribute to the learning of their children. However, where parents especially mothers are illiterate the likelihood of their children realizing their rights to education is slightly diminished. There is therefore need for the private primary schools administrators to sensitize parents on the roles and responsibilities in the education of their children. For example Ongino parents association emphasized to all parents to help their children to do homework, they also emphasized that



illiterate parents should allow their children to join their colleagues go to neighboring families to learn with others and do homework.

Alice (2012) argued that the school management committees in private primary schools have the responsibility of monitoring teaching and learning, monitoring the availability of school facilities like water and sanitation. Locally they are the owners of the school they manage. There is therefore need for private primary schools administrators to strengthen and recognize the role of this body in their schools so as to improve quality access to primary education.

Donald, (2008) gave several suggestions. First he suggested that in terms of facilitating growth, improvements in quality and access at all levels of education but especially in lower primary a careful assessment of the costs and benefits of specific policy measures would be useful to guide MoES to reduce absenteeism.

Donald (2008) further noted that since MoES already has an explicit rule for the deployment of teachers across districts, it would be useful to know why the actual deployment differs. The district teacher's service commissions should establish and implement transparent, explicit rule for deployment of teachers and regularly monitor deployment. Since much of the poor deployed of teachers appears to be linked to teachers' transfer, consideration might be given to grant schools to prevent the movement of teachers from unpopular schools without a replacement satisfactory to the school. For example in the area of study there is a tendency of teachers wanting to transfer to popular schools like Joy Christian Nursery and Primary school, Go Standard Primary School, among others.

Donald (2008) also suggested that more radical proposal would eliminate district deployment of teacher's altogether. Lucky schools would be given an annual formula driven budget determined by pupils, environments and special needs and would recruit as many teachers as allowed by the budget.

As far as class size is concerned, it is suggested that MoES could create and enforce a norm that requires creating additional streams at the lower grades. In schools where there are an insufficient number of classrooms to create additional streams, this would require constructing new classrooms and or introducing double shifts.

MoES might also consider some policy changes for example. Donald (2008) suggested that MoES puts at least a high priority and as much emphasis on learning achievements levels and create incentives (e.g. schools merit pay, public recognitions).

Tumwebaze (2012) argued that, despite the unprecedented argument of most rural parents that government should buy books for children to use, they should also know that they have a responsibility of helping their children by at least purchasing for them even if it is one or two next books in a year it would make a difference in the private schools perform.

It is also suggest that education quality could improve when school communities play an important role in reducing teacher absenteeism from the classroom. This could be by way of establishing clear expectations about teachers' presence in the classroom through transparent rules. Donald (2008) suggested that absenteeism might be reduced by the MoES publishing norms around the number of hours that teachers should be in classroom teaching each day, and engages communities to monitor compliance with the norms.

Lars (2008) Suggested that MoES considers establishing public information campaigns and parents to enroll pupils at the proper age and create incentive to schools and districts to adopt pro-active policies to enroll pupils at the appropriate age. Capitation based finding is one means of providing an incentive to schools to enroll pupils.

In order to eliminate the problem of poor accountability (2008) noted that there are several opinions i.e. MoES should consider strengthening local accountability. It might increase the capacity of SMCs to developing district level report cards which give residents the information required to assess the performance of DEOs as well as school level report cards that include the school budget, school outcomes, student's outcomes, students and teacher's absenteeism, and the level of resources that parents have a right to expect in their schools. Creating school-wide incentives for unexpectedly good performance that brings the community as teaching faculty. Together in pursuit of common goals is also a good idea.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 INTRODUCTION

In this chapter, the research will focus on the methods that will be used when conducting the study. Here the researcher will explore the research design that will be followed, sample size, sampling techniques, data collection, area of study, sources of data, data analysis, ethical considerations, research procedure and quality control.

#### 3.1 Research design

In this study, the researcher will employ a cross-sectional survey design that involves the observation of all the members of the population, or a representative subset, according to (Basel,2008).In his approach, the researcher will also be able to collect data using a large number of respondents from the targeted population for the study.

The researcher also will also use quantitative approach when carrying out the study. It is a good approach because it avails the researcher with an opportunity to express the contribution of private schools in increasing education accessibility in numerical terms.

In the study too, the researcher will use qualitative approach. This is also beneficial in that the researcher will be able to provide a deeper insight into the contribution of private schools in promoting education accessibility within Ongino Sub county, Kumi district.

#### 3.2 Sample size

A sample size is a total of finite part of a statistical population whose properties will be studied to gain information about the topic of study (Webster 1987). A total of 55 respondents will be used in the study in the following categories,04 head teachers one from each of the selected private primary schools because they are the ones who have records of school enrolments and achievements, 12 teachers; three from each of the study schools, This is because they are the ones who interact with the pupils on daily basis in class , 12 pupils three from each on the selected schools, 13 parents will be sampled from each of the communities where the selected schools were located. 12 local leaders' basicallyLC1s and area councilors were sampled from the sub county.1DIS and 1DEO will also be involved in the study because they are the ones who monitor and evaluate the performance of schools in the district.

**Table 1 Sample size**

| Schools                                   | Head teachers | Teachers | Pupils | Parents | Local leaders | DIS | DEO | Total |
|---|---------------|----------|--------|---------|---------------|-----|-----|-------|
| Jopa Junior Nursery and Primary school    | 01            | 03       | 03     | 04      | 03            | 01  | 01  | 16    |
| Ongino Parents Nursery and primary School | 01            | 03       | 03     | 03      | 03            |     |     | 13    |
| Proline Nursery and Primary School        | 01            | 03       | 03     | 03      | 03            |     |     | 13    |
| Jopen                                     | 01            | 03       | 03     | 03      | 03            |     |     | 13    |
| <b>Total</b>                              | 04            | 12       | 12     | 13      | 12            | 01  | 01  | 55    |

### 3.3 Sampling techniques

Stratified random sampling which refers to a process of dividing respondents in to segments;

Heckathorn, (2007). This sampling technique will be used to select the pupils in each of the schools and parents from the communities. The researcher will divide the respondents in to groups (strata's) and each group was sampled independently. This will help the researcher to reduce on biasness when selecting the respondents. It will also help the researcher to get the rightful persons to participate in the study.

Purposive sampling is the type of sampling in which a researcher selects samples based on a certain purpose; Morgan (2008). This method will be used to select 4 private primary schools, the DIS, DEO, head teachers and teachers. These categories of respondents will be selected because they have good experience of the challenges they have faced. Pupils will be selected because they are the ones who receive basic knowledge from these private primary schools. DIS and DEO will also be involved in the study because they are the ones who monitor and evaluate the performance of schools in the district.

### **3.4 Data Collection**

In the study self-administered questionnaires, record view (reading) and interview guide will be employed in data collection.

#### **3.4.1 Questionnaires**

This research tool will contain a set of questions both open and closed ended. Closed ended questions will provide the researcher with specific answers while open ended questions will help the respondents to express themselves in details. The questionnaires will be administered on the head teachers, DEO, DIS and teachers of the sampled primary schools for the study and the local leaders who will be able to read and write. The tool is advantageous in that it will allow the researcher to have time to collect data using other method like observation and interview.

#### **3.4.2 Interview Guide**

Here the researcher will involve himself in a face –face interaction with the respondents. Both objective and structured questions will be asked in the course of the interaction between the researcher and the respondents. This method will be purposed for the pupils, parents and local leaders. Interview is good because it builds up a cordial relationship between the researcher and the respondents.

#### **3.4.3 Documentary analysis**

While using this method, the researcher will go to relevant offices like the head teachers 'office and asked for records and data relating to the under study. The researcher will also visit the local leaders 'offices and asked for the same. This method is good in that the researcher can able to discover information that would have not been said or written down in the questionnaire by the respondents.

### **3.5 Area of Study**

The study will be conducted in Ongino Sub-County, Kumi District, Eastern Ugandan. Ongino sub-county is bordered in the North by Toroma, on the East by Magoro sub-county in Katakwi District, in the south by Malera sub-county Bukedea district and in the west by Kumi sub-county in Kumi District. The study is concentrated in four (04) selected private primary schools that is Jopa junior Nursery and primary school in Obule village, Moru-Peded parish, Ongino Parents Nursery and Primary School in Atutui village, Ongino parish and Proline Nursery and Primary School in Atutui village, Ongino parish Jopen Nursery and Primary School. The reason for

selecting these schools is because they are within the reach of the researcher with a walk able distance.

The study will be based on the extent to which private primary schools have contributed to the education accessibility, the challenges experienced by private primary schools in promoting education accessibility, ways of improving the contribution of private primary schools in education accessibility.

### **3.6 Sources of Data**

The researcher will read different books of different authors and newspapers to obtain information that are reflected in chapter two (literature review) for literature review.

The researcher will also obtain more information by directly interacting with the respondents (the pupils) and through questionnaires

### **3.7 Data Analysis**

The researcher will enter the data in to the code sheets. The data will be tallied in order to obtain frequencies and later computed in to percentages. All this will be by the computerized system. The a analyzed data will then presented in table form and interpreted for easy understanding by others who did not go to the field physically.

### **3.8 Ethical Consideration**

The researcher will keep confidentially of the records of information or experience while in the field. Before subjecting the respondents to the research instruments, the researcher first sought the consent of the respondents through formal introduction of herself so as to establish a good rapport. The researcher will also interview the respondents one by one.

### **3.9 Research Procedure**

The researcher will be introduced to the sub county using an introductory letter from Dean, College of Education, Open and Distance Learning of Kampala International University seeking permission to conduct research in Ongino Sub-County, Kumi District. The sub county chief will then introduce the researcher to the selected schools for data collection. Once the permissions are established, the researcher will then distribute the questionnaires to the respondents in addition to conducting interviews with the selected respondents.

### **3.10 Quality Control**

#### **3.10.1 Reliability**

For the researcher to make the instruments reliable, pre-determined questionnaire of the semi-structured items and pilot study were conducted. This was by self-administering the questionnaires to the sample that was exactly different from that selected for the real study, after which they were collected by the researcher from the respondents. This enabled the researcher to check whether the questions were reliable for the study.

#### **3.10.2 Validity**

To ensure the validity of instruments, the questionnaires will be tested by two respondents from each category that were selected for the pre-testing exercise by the researcher.

## CHAPTER FOUR

### PRESENTATIONS, INTERPRETATION AND ANALYSIS OF FINDINGS

#### 4.0 INTRODUCTION.

This chapter presents the findings of the study. The researched information entered in this chapter is presented in themes according to the objectives of the study: - the extent to which private primary schools have contributed to education accessibility, the challenges experienced by private primary schools in promoting education accessibility and possible ways of improving contribution of private primary schools on education accessibility.

#### 4.1 Background characteristics of respondents.

Table 2 Background characteristics of the respondents according to age.

| AGE(YEARS)   | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| 12-20        | 10        | 18.18      |
| 21-34        | 12        | 21.8       |
| 35-44        | 10        | 18.18      |
| 45-54        | 08        | 14.54      |
| 55-64        | 11        | 20.0       |
| 65 above     | 4         | 27.27      |
| <b>Total</b> | <b>55</b> | <b>100</b> |

Source: field Data 2017

The study involved respondents of different age groups whereby 18.18 (%) were of between 12-20 years, 21.8 (%) constituted the age bracket of 21-34 years 18.18 (%) fell within 35-44 years, 14.54 (%) had their ages ranging between 45-54 years, 20.0 (%) were in the age group of 55-64 years whereas 27.27 (%) were 65 years above. Having respondents of different age bracket was necessary in proving comprehensive information.



#### 4.1.1. Sex

**Table 3 Background characteristics of the respondents according to sex.**

| Sex    | FREQUENCY | PERCENTAGE |
|--------|-----------|------------|
| Male   | 35        | 63.64      |
| Female | 20        | 36.36      |
| Total  | 55        | 100        |

Source: Primary field Data 2017

The study considered both female and male sexes during data collection in order to capture all their opinions / responses and minimize gender bias. 36.36 (%) of the respondents were females while 63.64 (%) were males.

#### 4.1.2 Marital status

**Table 4: background characteristics of the respondents according to marital status**

| Marital status | FREQUENCY | PERCENTAGE |
|----------------|-----------|------------|
| Single         | 20        | 36.36      |
| married        | 25        | 45.45      |
| widow          | 06        | 10.91      |
| divorced       | 04        | 7.27       |
| Total          | 55        | 100        |

Source: Primary field Data 2017

Regarding the marital status of the respondents, it was found that 36.36 (%) were still single, 45.45 (%) had married, 10.91 (%) were widowed and 7.27 (%) had divorced their spouses. The marital status was important in ascertaining the family responsibility of the respondents. According to the findings therefore, the married respondents were more than the rest, followed by the singles and the least being the widowed ones.

**Table 4 Background characteristics of the respondents according to education level.**

| EDUCATION LEVEL     | FREQUENCY | PERCENTAGE |
|---------------------|-----------|------------|
| Primary             | 25        | 45.45      |
| “O” level           | 15        | 27.27      |
| “A” level           | 10        | 18.18      |
| Tertiary/University | 05        | 9.09       |
| None                | 05        | 9.09       |
| <b>Total</b>        | <b>55</b> | <b>100</b> |

Source: Primary field Date 2017

#### 4.1.3 Education level

It was found that out of the respondents, 45.45 (%) had acquired primary education, 27.27 (%) had stopped at O’ level, 18.18 (%) had ended at A’ level, 9.09 (%) had certificate, diploma or degree at tertiary or higher institutions of learning and 9.09 (%) had no formal education at all.

#### 4.1.4 Occupation

**Table 5 Background characteristics of the respondents according to according to occupation.**

| Occupation    | FREQUENCY | PERCENTAGE |
|---------------|-----------|------------|
| Self employed | 10        | 18.18      |
| Civil servant | 25        | 45.45      |
| peasants      | 15        | 27.27      |
| pupils        | 05        | 9.09       |
| <b>Total</b>  | <b>55</b> | <b>100</b> |

Source: Primary field Data 2017

Among the selected respondents for the study, 18.18 (%) were self employed in several activities of their own interest for example business, carpentry, transport, etc, 45.45 (%) were working as civil servants as teachers, head teachers, district education officer, district inspector of schools, among others 27.27 (%) were found to be peasants and 9.09 (%) were pupils. All these occupations were basically to help them earn a living.

**4.2 The extent to which private primary schools have contributed to the education accessibility.**

**Table 6 The extent to which private primary schools have contributed to the education accessibility.**

| <b>Contributions of private primary schools to education accessibility.</b>     | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|---|------------------|-------------------|
| Through better academic performance   | 20               | 45.45             |
| Through affordable/ pocket friendly fees been charged                           | 10               | 18.18             |
| Reduction of distance   | 05               | 9.09              |
| Through efficient and effective management of pupils teachers and head teachers | 15               | 27.27             |
| Provision of breakfast and lunches to the children at school                    | 05               | 9.09              |
| <b>Total</b>  | <b>55</b>        | <b>100</b>        |

**Source: Primary field Data 2017**

The private primary schools have therefore increased children's in Ongino Sub – county in various ways for example.

Better academic performance exhibited by the private primary schools acted as an encouragement to the parents to take their children to such schools. This was reflected in children's ability to read, count and interpret properly to those pupils in government aided primary schools. This was according to 20 (45.45%) respondents.

Through affordable / pocket friendly fees being charged was the other way in which private primary schools had increased accessibility to education by the pupils. The fees charged are within the reach of most parents. For instance, within the range of 50,000/= - 100,000/=. This was reflected by 10(18.18%) respondents.

05 (9.09%) noted that private schools have increased accessibility to education by reducing the distance by establishing themselves nearby hence a walk able distance. This would minimize late coming to school.

Through efficient and effective management of pupils, teachers and head teachers was highlighted as among the ways in which the private primary schools had increased children's accessibility to education. Therefore the level of engagement on learners was high and head

teachers monitoring of school learning programmes was also very high. This was highlighted by 15 (27.27%) respondents.

It was also revealed by 05(9.09%) that private primary schools had increased accessibility to primary education by providing breakfast and lunches to children at school. This encouraged most pupils to attend school regularly and concentrate while in class. A hungry child continuously absentees him/herself and eventually drops of school

#### 4.3 Challenges experienced by the private primary schools in promoting education accessibility.

**Table 7 The challenges experienced by the private primary schools in promoting education accessibility.**

| Challenges   | Frequency | Percentage (%) |
|--|-----------|----------------|
| Incompetency of teacher                                | 05        | 9.09           |
| High staff/teachers turnover                           | 10        | 18.18          |
| Stiff competition amongst the private primary schools. | 15        | 27.27          |
| Limited financial resources                            | 20        | 36.36          |
| Limited physical facilities especially the classrooms  | 05        | 9.09           |
| <b>Total</b>   | <b>55</b> | <b>100</b>     |

Source: Primary Data 2

All the 55(100%) respondents strongly agreed that private schools face a great deal of challenges in their attempt of promoting Education accessibility.

Amongst the problems/challenges facing the private primary school, some of the, were recurrent according to 05(9.09%) respondents for example, staff turnover, stiff competition , limited financial resources, limited infrastructure like, classrooms while 05(9.09%) respondents disagreed with that such challenges are not recurrent for example, limited land for expansion, incompetence of teachers, insecurity.

According to 15(27.27%) respondents, private primary schools had challenges in providing physical facilities especially the classrooms to match with the increasing number of pupils. Much as the proprietors of these private schools had embarked on establishing more schools and providing instructional materials, the physical facilities were still inadequate. The respondents further added that; the rapid increase in the number of pupils in most private schools without commensurate expansion in the facilities, teachers and the teaching-learning materials had compromised the quality of primary education and its accessibility.

20(36.36%) respondents noted limited financial resources for the regular payment of staff/teachers' salaries and day to day running/operation of the school activities/programmes as

the other challenges faced by the private primary schools. It was revealed that most private primary schools especially those in the rural setting with those in Ongino sub-county being an exceptional depended only on fees collected from the parents and as result pay low salaries to the teachers and even in most cases delay to pay them due to financial constraints.

Stiff completion amongst the private primary schools according to 10(20.4%) respondents was found as the other challenge faced. Thus the incomplete private primary schools ended up closing.

High staff/teachers turnover was cited by 10(18.18%) respondents being the other challenge of the private primary school. Failure by the respective schools to meet the staffs' expectations in terms of better salaries and other remunerations resulted to other transfer to other well paying private primary schools.

Incompetency of teachers in rural private primary schools was found as a big challenge faced by such schools. Qualified and experienced teachers were not attracted to such remote school/areas without adequate facilities. Thus under staffed. Highly qualified teachers tended to remain in urban schools with urban amenities like; piped water, electricity, better housing, easy accessibility to communication lines like, roads, mobile telephone networks. This was revealed by 5(9.09%) respondents.

#### **4.4 Possible ways of improving the contribution of private primary schools on education accessibility.**

Among the 49(100%) respondents, 21(42.9%) unanimously agreed that, explicit rules/policies across the country regarding the recruitment of unqualified teachers could help to increase the accessibility of pupils to primary education. This would further help to improve on the quality of education and increase on children's accessibility on children's accessibility to private primary education.

14(28.6%) out of 4 (100%) respondents supported the idea of private schools to be in partnership with the government for instance, in the construction of classrooms, payment of teachers' salaries and the provision of instructional materials such as text books since private primary schools experience financial hardships for their smooth running.

Regarding the qualification of teachers, 8(16.3%) respondents acknowledge that most of the teachers recruited in private schools were qualified with only exceptional cases of unqualified teachers. Despite all these, the respondents emphasized that the private primary schools should recruit fully trained, qualified and experienced teachers without basing on any relationship.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 INTRODUCTION

This chapter focused on the discussions pertaining the findings obtained from the field, conclusions drawn from the research findings and recommendations aimed at increasing accessibility to education through private primary schools

#### 5.1 Discussions

##### 5.1.1 The extent to which private schools have contributed to education accessibility

The discussions were done along the following areas

According to the study findings. Private schools have greatly contributed or increased education accessibility, in various ways:

The private primary schools through their better performance academically have influenced most parents to take their children to private primary schools to access education. In private primary schools, the whole class passes and the children speak English so fluently unlike in government aided primary school. These was in agreement with Donald .w.(2008) Where he said that in private primary schools ,there is proper and efficient management of pupils ,teachers and head teachers absenteeism .In private primary schools, there is also high level of engagement of learners and head teachers monitoring of schools reading and learning environment resulting to quality education.

Private schools from the study findings have increased accessibility to education by reducing the distance to be moved by pupils to and from schools. Hence making them accessible.

However, these findings contradicted with those reviewed from different scholars for example:- kagoda (2011), Alice M.K. (2012) and Naoki Yoshikawa (2005).

Private primary schools have tried their level best to establish structures/ classrooms to accommodate the learners. This has enabled the parents to have confidence on private schools for the safety of their children. These findings rhyme with those of kagoda (2011) where he had said that private had constructed some classrooms. However, the newly built classrooms have less furniture like tables, desks, and chairs.

Private primary schools have contributed to education budget by pattern ring with the government and other donor organizations. These study findings therefore concur with Eilor Joseph (2004) in his early findings reviewed in chapter two.

Private primary schools charge fees that are pocket friendly to most parents hence enabling their pupils to access education. This was not in line with earlier findings by various scholars in chapter two.

In private primary schools, children are provided with breakfast and mid day meals. This has encouraged pupils to be at school thus increasing education accessibility. This contradicted with the information obtained from different scholars as per chapter two.

In competencies of teachers especially in rural private primary schools possess a big challenge. Qualified teachers are never attracted to remote areas without adequate facilities like, piped water, electricity; relatively better housing, among others. These compromises the quality of education manifested through poor performance. These findings were therefore similar with those of Alice M.K (2012) and Kagoda A.M (2011).

Some areas were noted to be insecure for example Ongino Sub-County which is found along Teso-Karamoja border with experiences of Karamojong raids. These findings were far different from the earlier findings of the various scholars concerning the challenges faced by the private primary schools in increasing accessibility to education.

Private primary schools have had limited land for further expansion. Most of them rent other peoples' premises which increase the operational costs hence affecting their rapid expansion. This contradicts with the information reviewed from the literature in chapter two of the research study.

### **5.1.2 Challenges experienced by Private primary schools in promoting education accessibility.**

Private schools have had challenges in providing physical facilities most importantly the classrooms with adequate furniture such as desks, chairs, and tables to cater for the overwhelming number of pupils/children accessing primary education. This rhymes well with the ministry of education and sports (2001) report. According to the report, massive numbers in most private primary schools without commensurate expansion in the facilities, teachers and teaching – learning materials have compromised the quality of education.

Limited financial resources were among the challenges faced by private schools in increasing children's accessibility to education. This hampers the smooth running and operation of private primary schools for example, timely payment of salaries, and provision of instructional materials. This upholds the findings of Naoki Yoshikawa (2005) where he said that private primary have limited opportunities for making money to support the school activities.

Stiff competition amongst private schools was noted as the other challenges faced by the private primary schools. There have been many private primary schools mushrooming up raising stiff competition amongst them. Least competitive schools ended up collapsing. These study findings contradicts with the earlier findings by the previous authors regarding the challenges faced by the private primary schools.

High staff turnover was yet another challenge faced by the private primary schools. This was attributed to failure by some private schools to ensure conducive working conditions for example, attractive salaries and other enumerations that would result to staff retention. The study findings were in consonance with those of Kagoda (2011) and Noaki Yoshikawa (2005) where most small independent private schools only depended on fees as income.

Incompetency of teachers especially in rural private schools poses a big challenge. Qualified teachers are never attracted to remote areas without adequate facilities like piped water, electricity, relatively better, among others. These compromises the quality of education manifested through poor academic performance. These findings were therefore similar with those of Alice A.M (2012).

Some areas were note to be insecure for example Ongino Sub – county along Teso – Karamoja border with experiences of Karamojong raids. These findings were different from the earlier findings of the scholars concerning the challenges faced by the private primary schools in increasing accessibility to education.

Private primary schools have has limited land for expansion. Most of them rent other peoples' premises which increased the operational costs hence affecting their rapid expansion. This contradicts with the information reviewed from the literature presented in chapter two of the study.

### **5.1.3. Possible ways of improving the contribution of private primary schools on education accessibility.**

The study encouraged private primary schools to get into partnership with the government, donor communities and other education development partners/agencies. The study finding concurs with Tumwebaze (2012) where he emphasized that the government should the private primary schools in classroom construction, provision of instructional materials and financial assistance.



Establishment of policies across the country regarding the recruitment of qualified teachers would help to increase accessibility to education. This offers similar results with those of Donald (2008).

The study called for the partners responsively to contribute to the learning of their children in terms of providing for them scholastic materials, school uniform, mid-day meals, payment of other fees and helping their children in doing the home work. These findings uphold the findings of Monoz (2007) and Pereaved (2001).

Close monitoring of teaching and learning process, schools facilities like, water and sanitation by the school management communities (SMCs) in private primary schools would help to increase accessibility to education. These findings were in line with those of Alice (2012).

## **5.2 Conclusions**

From the study finding the following conclusions were drawn;

1. The private primary schools to a greater extent had contributed to education accessibility in several ways i.e. through the better performance exhibited by them bringing services nearer hence reducing the distance to be covered provision of mid day meals etc
2. The private primary schools in their operation encounter a number of challenges including; limited land for expansion stiff competition amongst themselves limited financial resources incompetency of teachers.
3. The challenges faced by the private primary schools could be addressed through the implementation of several/ numerous measures such as creating partnership between private primary schools and government and other donor agencies to mobilize resources, parents contributing responsibly towards education of their children among others.

## **5.3 Recommendations.**

The study therefore recommended for:-

- The government to help private primary schools in infrastructural development most especially in classroom construction to absorb the massive numbers of peoples, payment of teacher's salaries and provision of instructional materials.
- Fencing around private primary schools and recruitment of security personnel for the security of the pupils and school property.

- Recruitment of qualified teachers by private primary schools as a way of raising their academic performance/ standard and building parent's trust on private primary schools.
- Widening of opportunities for generating or making more money to support the development of school activities or programmes other than depending only on fees as income.
- Close and regular monitoring of school programmes by school management committees to ensure effective and efficient operation of private primary schools.
- Establishment of public information campaign for the parents to enroll pupils at proper age and create incentives to schools and districts to adopt pro active policies to enroll pupils at an appropriate age.
- Strengthening of local accountability by increasing the capacity of SMCs to develop school budgets, including UPE grants and monitors expenditures.

#### **5.4 Areas of further research.**

1. The role of private primary schools in the provision of education.
2. The role of government in promoting education in private primary schools.
3. An assessment of the quality of education in private primary schools.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRES

Dear respondent,

I am **Ideit Ben Reg. No: 11610717404975** of Kampala International University, conducting a research study on “an assessment of the contribution of private schools in education accessibility; A case Study of Ongino Sub-County, Kumi District”. You have been selected for this study and your participation is supposed to be voluntary.

Please answer the questions honestly. All information given here will be treated with utmost confidentiality.

*Tick where applicable and fill in the blank space provided*

#### PART I: BIO DATA

A. Age; (i) 12-20  (ii) 20-34  (iii) 35-44  (iv) 45-54   
(v) 55-64  (vi) 65 Above

B. Sex; Male  Female

#### C. Marital status

Single  Married  Widowed  Divorced

#### D. Educational level

Primary  “O” level  “A” level  University/institution/collage

#### E. Occupation

Self employed  Civil servant  Peasant

If others specify.....

#### PART II: ACADEMIC INFORMATION.

**Section A: The extent to which private primary schools have contributed to the education accessibility.**

1. Has there been an increase on access to primary education in this sub county?

**Table 9 showing an extent to which private primary schools have contributed to the education accessibility.**

| Question  | frequency | percentage |
|---|-----------|------------|
| Has there been an increase on access to primary education in this sub county? |           |            |
| Yes   | 35        | 63.64      |
| no  | 20        | 36.36      |
| <b>total</b>  | <b>55</b> | <b>100</b> |

Yes

No

2. Do you think the private schools have contributed to primary education in your community?

**Table 10 showing an extent to which private primary schools have contributed to the education accessibility.**

| Question  | frequency | percentage |
|---|-----------|------------|
| Do you think the private schools have contributed to primary education in your community? |           |            |
| yes   | 45        | 81.81      |
| No  | 15        | 27.27      |
| <b>total</b>  | <b>55</b> | <b>100</b> |

3. How have private primary schools increased accessibility to primary education in your community?

**Table 11 showing an extent to which private primary schools have contributed to the education accessibility.**

| Question   | frequency | percentage |
|--|-----------|------------|
| How have private primary schools increased accessibility to primary education in your community? |           |            |
| Academic performance   | 12        | 21.18      |
| Education by choice  | 18        | 32.72      |
| Distance   | 25        | 45.45      |
| <b>total</b>   | <b>55</b> | <b>100</b> |

**Alternatives**

- raised academic performance of pupils
- Has resulted to education by choice
- Has reduced distance from schools

4. (a) Do you have children studying in private primary schools?

**Table 12 showing an extent to which private primary schools have contributed to the education accessibility**

| Question  | frequency | percentage |
|---|-----------|------------|
| Do you have children studying in private primary schools? |           |            |
| yes   | 20        | 36.36      |
| No  | 35        | 63.64      |
| <b>total</b>  | <b>55</b> | <b>100</b> |

Yes  No

(b) If yes, how is their performance?

**Table 13 showing an extent to which private primary schools have contributed to the education accessibility**

| Question                         | frequency | percentage |
|----------------------------------|-----------|------------|
| If yes, how is their performance |           |            |
| Excellent                        | 10        | 18.18      |
| very good                        | 20        | 36.36      |
| Fair                             | 25        | 45.45      |
| Poor                             | 05        | 9.09       |
| <b>total</b>                     | <b>55</b> | <b>100</b> |

(c) If No, state the reasons

.....

.....

.....

**SECTION B: The challenges experienced by private primary schools in promoting education accessibility.**

5. Do Private primary schools face a great deal of challenges in promoting education accessibility.

**Table 14 showing an extent to which private primary schools have contributed to the education accessibility**

| Question  | frequency | percentage |
|---|-----------|------------|
| Do Private primary schools face a great deal of challenges in promoting education accessibility |           |            |
| Agree   | 35        | 63.64      |
| Disagree  | 15        | 27.27      |
| Not sure  | 05        | 9.09       |
| <b>total</b>  | <b>55</b> | <b>100</b> |

Agree  Disagree  Not sure

6. Are there enough classrooms for pupils to study in private schools?

**Table 15 showing the challenges experienced by private primary schools in promoting education accessibility.**

| Question  | frequency | percentage |
|---|-----------|------------|
| Are there enough classrooms for pupils to study in private schools? |           |            |
| Yes   | 35        | 63.64      |
| No  | 20        | 36.36      |
| <b>total</b>  | <b>55</b> | <b>100</b> |

Yes  No

7. Do private primary schools have qualified teachers?



**Table 16 showing the challenges experienced by private primary schools in promoting education accessibility.**

| Question  | frequency | percentage |
|---|-----------|------------|
| Do private primary schools have qualified teachers? |           |            |
| Yes   | 45        | 81.81      |
| No  | 10        | 18.18      |
| <b>total</b>  | <b>55</b> | <b>100</b> |

Yes

No

8. What other problems are being faced by private primary schools in promoting primary education accessibility in your community?

.....

.....

.....

9. Do you think these problems are recurring or not and why?

.....

.....

.....

**SECTION C: Possible ways of improving the contribution of private primary schools on educational accessibilities.**

10. Do you think putting up explicit rule across the country can help solve the problem of recruiting unqualified teachers?

**Table 17 showing possible ways of improving the contribution of private primary schools on educational accessibilities**

| Question  | frequency | percentage |
|---|-----------|------------|
| Do you think putting up explicit rule across the country can help solve the problem of recruiting unqualified teachers? |           |            |
| Yes   | 40        | 72.73      |
| no  | 15        | 27.27      |
| <b>total</b>  | <b>55</b> | <b>100</b> |

Yes

No

11. Do you think it's a good idea for private primary school to seek help from government for construction of classrooms?

**Table 18 showing possible ways of improving the contribution of private primary schools on educational accessibilities**

| Question  | frequency | percentage |
|---|-----------|------------|
| Do you think it's a good idea for private primary school to seek help from government for construction of classrooms? |           |            |
| Yes   | 10        | 18.19      |
| no  | 45        | 81.81      |
| <b>total</b>  | <b>55</b> | <b>100</b> |

Yes

No

12. Do private primary schools have qualified teachers?

**Table 19 showing possible ways of improving the contribution of private primary schools on educational accessibilities**

| Question  | frequency | percentage |
|---|-----------|------------|
| Do private primary schools have qualified teachers? |           |            |
| Yes   | 48        | 87.27      |
| no  | 07        | 12.73      |
| <b>total</b>  | <b>55</b> | <b>100</b> |

Yes

No

1. In what other way can the problems been faced by private primary schools in promoting primary education accessibility be solved?

.....  
.....

2. Any other comment

.....  
.....

**APPENDIX II: INTERVIEW GUIDE**

1. Has there been an increase in access to primary education in this Sub-county?
2. Do you think the private primary schools have contributed to this increase access to primary education in your community?
3. How have private primary schools increased accessibility to primary education in your community?
4. Do you have children studying in private primary schools?
5. (a) If yes, how is their performance?  
(b) If N, why don't you prefer taking your children to private primary schools?

6. Do private primary schools face a great deal of challenges of promoting education accessibility?
7. Are there enough classrooms for pupils to study in private schools?
8. Do private primary schools have qualified teachers?
9. What other problems are being faced by private primary schools in promoting primary education accessibility in your community?
10. Do you think these problems are recurring or not and why?
11. Do you think putting up explicit role across the country can help solve the problem of recruiting un qualified teachers?
12. Do you think it's a good idea for private primary schools to seek help from government for construction of classroom?
13. Do private primary schools have qualified teachers?
14. In what other way can the problems being faced private primary schools in promoting primary education accessibility be solved?

### APPENDIX III

#### WORK PLAN SCHEDULE

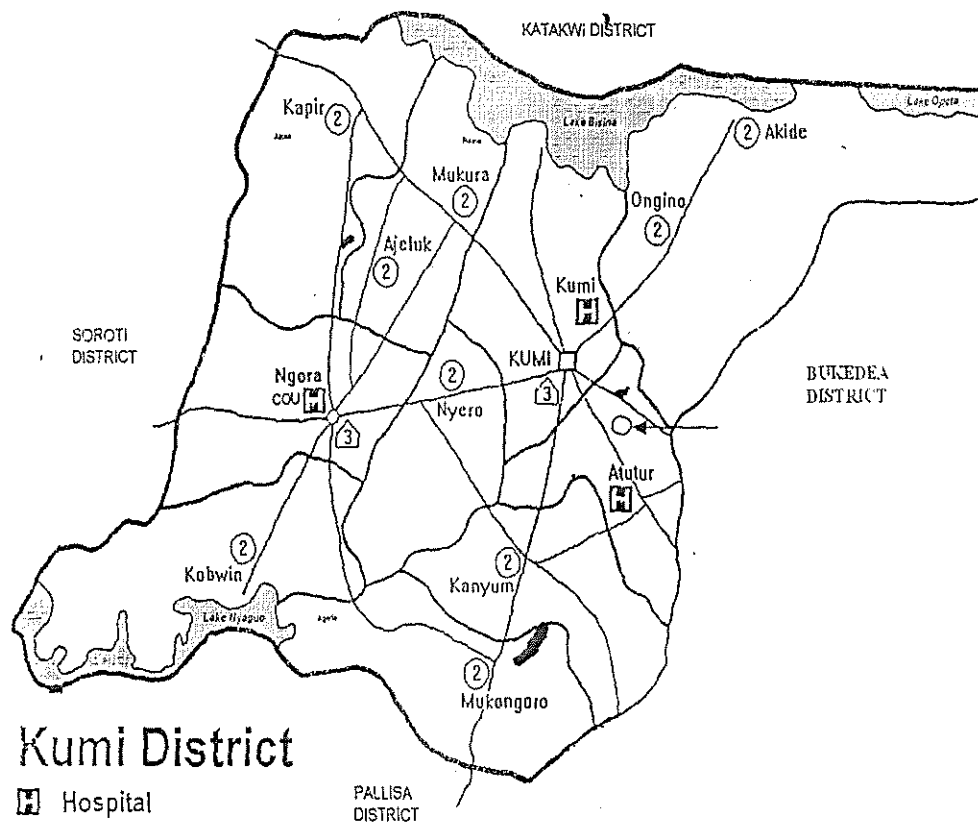
| ACTIVITY                 | RESOURCES                             | TIME FRAME           | RESPONSIBLE PERSON        | INDICATOR          |
|--------------------------|---------------------------------------|----------------------|---------------------------|--------------------|
| Proposal writing         | Pens<br>paper                         | May                  | researcher                | Hand written work  |
| Type setting             | Funds                                 | May                  | Typist researcher         | Typed work         |
| Approval of proposal     | Pens<br>Funds                         | may                  | Supervisor                | Approved work      |
| Introductory letter      | Paper                                 | May                  | Director                  | Letter             |
| Testing instruments      | Pens<br>Questionnaires                |                      | Respondents<br>Researcher | Tested instruments |
| Data collection          | Pens<br>Questionnaires<br>refreshment | June                 | Respondents<br>Researcher | Data               |
| Report writing           | Pens<br>paper                         | June                 | researcher                | Report             |
| Typesetting              | Funds                                 | June                 | Typist researcher         | Typed work         |
| Approval of report       | Funds                                 | July                 | supervisor                | Approved work      |
| Binding the report       | Funds                                 | July                 | Service provider          | Bound book         |
| Submission of the report | Funds                                 | August/<br>September | Researcher<br>supervisor  | book               |

APPENDIX IV

BUDGETARY ESTIMATE

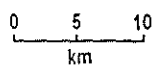
| S/NO | ITEM                             | QUANTITY | UNIT COST | AMOUNT         |
|------|----------------------------------|----------|-----------|----------------|
| 1.   | Facilitation research supervisor | 1        | 100,000   | 100,000        |
| 2.   | Transport                        |          | 250,000   | 250,000        |
| 3.   | Flash disk                       | 1        | 30,000    | 30,000         |
| 4.   | Typing                           |          | 50,000    | 50,000         |
| 5.   | Photocopying                     |          | 10,000    | 10,000         |
| 6.   | Air time                         |          | 25,000    | 25,000         |
| 7.   | Ruled paper                      | ¼ ream   | 6,000     | 6,000          |
| 8.   | Binding                          | 4 copies | 20,000    | 80,000         |
| 9.   | Others                           |          | 100,000   | 100,000        |
| 10.  | <b>Grand total</b>               |          |           | <b>651,000</b> |

# A Map of Kumi District



## Kumi District

- ☒ Hospital
- ☒ 4 Health Centre IV
- ☒ 3 Health Centre III
- ☒ 2 Health Centre II



→ ONGIND SUBCOUNTY ←

3<sup>rd</sup> February 2017

1161-07174-04964

TO WHOM IT MAY CONCERN:

REG. NO.

Dear Sir/Madam,

Re: Research/Project:

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of EDUCATION- PRIMARY

He wishes to carry out research in your Organisation on:

THE CONTRIBUTION OF PRIVATE PRIMARY SCHOOLS IN  
EDUCATION ACCESSIBILITY IN KUMI DISTRICT:  
A CASE STUDY OF ONGINO SUB-COUNTY.

The research is a requirement for the Award of a Bachelors degree in PRIMARY  
EDUCATION.

Any assistance accorded to him regarding research will be highly appreciated.

Yours Faithfully,

  
Womuzumbu Moses  
BRANCH DIRECTOR - 0782572505  
KIU-TORORO STUDY CENTRE