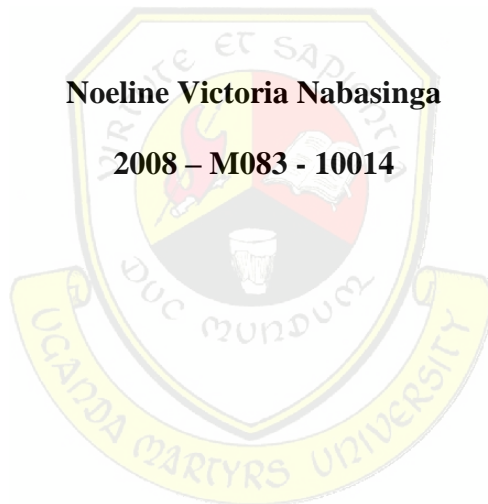


**Effect of UPE Policy Implementation and Home Environments on Children's Enjoyment of
Their Right to Elementary Education
in Mawokota County, Mpigi District**

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2008 – M083 - 10014



Uganda Martyrs University

February, 2017

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their Right to Elementary Education
in Mawokota County, Mpigi District**

**A Postgraduate Dissertation
Presented To
The Department Of Good Governance and Human Rights
In Partial Fulfilment
Of The Requirements for
The Award of the Degree of
Master of Local Governance and Human Rights
Uganda Martyrs University, Nkozi**

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DEDICATION

This work is dedicated to my husband, Mr. Paschal Ntanda Baylon and my children, Bernadette, Barnadine, Ritah, and Andrew for their outmost patient exhibited during the period of this study.

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LIST OF ABBREVIATIONS

CRC:	Convention on the Right of a Child
EFA:	Education For All
GMR:	Global Monitoring Report
ICESCR:	International Covenant on Economic, Social and Cultural Rights
MDG:	Millennium Development Goal
UDHR:	Universal Declaration of Human Rights
UNEB:	Uganda National Examinations Board
UNESCO:	United Nation Educational, Scientific and Cultural Organization
UNICEF:	United Nationals International Children Emergency Fund
UPE:	Universal Primary Education

ABSTRACT

The purpose of the study was to investigate the level of children's enjoyment of their right to elementary education and how this level was affected by the UPE policy implementation and home environments in Mawokota County. The study was occasioned by an observation that these environments were characterised by problems such as inadequate funding, high dropout rates, poor quality of provided education, high levels of head teacher and teacher demoralization, and parental laxity. It was however, not clear how such environments affected pupils' enjoyment of their right to elementary education. The objectives of the study were, hence, to examine (1) the level at which pupils in UPE schools of Mawokota County enjoyed this right and how this level was affected by the (2) UPE implementation policy environment and (3) home environment in this county.

The study employed a case study research design and used a mixed methods approach to data collection and analysis. While the quantitative method was used to establish and describe the effect of the two environments on children's enjoyment of their right to education, qualitative approach was used to corroborate findings from the quantitative method. Data was collected from 157 respondents who included purposively selected district inspector, sub county education officer, parents and head teachers as well as randomly selected teachers and pupils. The data were collected using interview guides and questionnaires, and analysed using the narrative, thematic, descriptive, data transformation, and linear regression methods of analysis aided by the SPSS program.

Results indicate that the level at which pupils enjoyed their right to elementary education was low, with some pupils not enjoying it all. The UPE policy implementation and home environments affected the level of enjoying this right in a significant and positive manner. Both environments were unfavourable with the home environment being characterised by parents not playing their role as expected, and the policy environment characterised by very inadequate government funding, overwhelmed internal school administration and overstretched and demoralised head teachers and teachers. School inspection was infrequent and ineffective.

From these findings, it was concluded that both environments explained why pupils did not fully enjoy their right to elementary education. It was, therefore, recommended that the stakeholders responsible for ensuring that children enjoy this right should ensure that it is fully enjoyed by playing their respective roles effectively.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

The failure of an increasing number of children to enjoy their right to elementary education has been and continues to be a subject of growing national and global concern. This failure is evident in Uganda despite the introduction of Universal Primary Education (UPE), and has attracted a plethora of research to establish its underlying causes. Although this research has shown that the causes differ across and within countries, it has not paid attention to the specific causes in Mawokota County. This study was, therefore, intended to examine whether the environments characterising UPE policy implementation and the homes of primary pupils in this county are among the causes. The study is divided into five chapters. This chapter presents the background, the statement of the problem, the general and specific objectives of the study, the research questions it sought to answer, its scope, significance, justification, and how it was conceptually conceived.

1.2 Background to the Study

The right of children to elementary education and how its enjoyment should be promoted are both not in contention. What usually presents a theme of debate is the degree to which the enjoyment of this right is promoted. The fact that this right and how its enjoyment should be promoted are not questionable is supported by many international conventions and national statutory instruments. In particular, Article 26(1) of the Universal Declaration of Human Rights (UDHR) affirms that, “everyone has a right to education” which “shall be free, at least in the

elementary and fundamental stages.” Article 26(2) of the same UDHR proclaims that education shall be directed to the full development of the human personality. Article 26(3) of the same Declaration states that, “Parents have a prior right to determine the kind of education that shall be given to their children.” Children’s enjoyment of this right is promoted by developing their human personality and dignity, and in a way that not only encourages understanding but also develops talents by equipping the children with basic health, literacy, numeracy, and life skills needed to behave in a civilized way in a free society. This is proclaimed in Article 13(1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR), and reiterated in Article 28 of the Convention on the Right of a Child (CRC).

According to Duncan Wilson's (2003) three-fold characterization cited in Valmiki (2014, p.2), “children’s enjoyment of the right to education is guaranteed not only by ensuring that they all have access to education. It is also promoted by fostering the “right within education” and the “right through education””. The right within education is enjoyed when the provided education equips school going children with all the skills and knowledge expected of them to function in society as desired (Valmiki, 2014). The right through education is enjoyed when children complete the educational cycle without dropping out along the way, and in so doing, get skills that legitimize and institutionalize equality of access to opportunities in society (Valmiki, 2014).

The obligation to ensure children’s effective enjoyment of all the dimensions of their right to education is ascribed not only to governments as per Article 11(1) of the African Charter of the Rights and Welfare of the Child but also to parents as per Section 2 of the same Article. This article indicates clearly that governments and parents share this responsibility. While governments discharge their part of the responsibility by enacting and implementing the necessary basic

education policies (Kinuthia, 2009), parents fulfil their part by providing the elementary educational support needed by their children (Adeyemi, 2011).

The way governments put into practice the enacted policies creates a policy implementation environment that expresses itself in different forms, including school funding, inspection, administrative and teaching settings (Taylo, 2013; Fagbamiye, Babalola, Fabunmi & Ayeni, 2003). The manner in which parents discharge their part of the responsibility expresses itself in form of the home learning environment they create for their children in form of lighting used at their residences, time and space availed to children to revise and do homework given by teachers, parents' personal involvement in children's revision and doing of the homework, provision of home-based library support, and so on (Mannathoko & Mangope, 2013; Kimu, 2012). In either case, the created environments determine the level at which children enjoy their right to elementary education (Hill, 2014) in terms of getting enrolled in school, having interest in school, attending school, remaining in school without dropping out, and being given quality education in terms of literacy, numeracy and health knowledge and skills expected at this level of education (Kamuhangire, 2011; Nabirye, 2010).

The government of Uganda ratified all the international conventions and charters cited above, thereby effectively committing itself to the fulfilment of the articles they stipulate. The government reiterated this commitment by enshrining the children's right to basic education in the 1995 Constitution of the Republic of Uganda. Indeed, Article 30 of this Constitution proclaims that this education should be free, compulsory, of quality and relevant for self-development and nation building. Article 34 of the same Constitution ascribes the responsibility to provide this education to the State and the parents of a child.

The Ugandan government started discharging its responsibility fully when it adopted the Universal Primary Education policy in 1997 (Kamuhangire, 2011). Universal Primary Education (UPE) is government policy for providing elementary education to all Ugandans of primary school going age (Ministry of Education, 2003). It is not the same thing as elementary education, which donates all formal basic education, including that provided in private primary schools. According to the Ministry of Education and Sports (2008), the objectives of this policy were to:

- a) Establish, provide and maintain quality education as the basis for promoting human resource development.
- b) Provide the facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete.
- c) Make basic education accessible to the learner and relevant to his or her needs, as well as meeting national goals.
- d) Make education equitable in order to eliminate disparities and inequalities.
- e) Ensure that education is affordable by the majority of Ugandans.
- f) Meet the objective of poverty eradication by equipping every individual with basic skills and knowledge.

At first, government pursued the above objectives by restricting the UPE policy to four children per household. However, in 2000, the policy was extended to cover all the children of school going age. This extension was intended to ensure that government fully fulfilled its constitutional obligation as well as the commitment it had made to realize the Millennium Development Goal (MDG) concerning Education For All by 2015 (Ministry of Education and Sports, 2003). Education for All (EFA) was a global movement led by UNESCO (United Nation

Educational, Scientific and Cultural Organization), aiming to meet the learning needs of all children, youth and adults by 2015.

This MDG focused on ensuring that all children of school going age had access to basic education, irrespective of their economic situation. It required governments the world over to facilitate this access so as not to leave any child of school going age out of school. Therefore, UPE was introduced to pursue this goal by focusing on all children, particularly those who could not access basic education through private sponsorship. This effectively meant that UPE covered mostly those children whose parents could not afford the cost of accessing basic education. Those whose parents could afford this cost were free to pursue basic education using private service providers.

The implementation environment of the UPE policy was typified by the government of Uganda paying the tuition fees as other costs of schooling (transportation, meals, uniforms, books and other scholastic materials) remained the responsibility of parents (Ministry of Education and Sports, 2004). It was also expressed in form of District Local Government Inspectors inspecting all primary schools, head teachers handling the overall school administration, and teachers conducting the teaching function. Initially, the UPE policy received overwhelming support from various stakeholders, including politicians, donor agencies, parents and pupils. The policy enabled many children who had not been in a position to enjoy their right to elementary education to start enjoying it (UNESCO, 2002). Indeed, after its launch and together with the increase in Uganda's population at an average rate of 3.5% (Uganda Demographics Profile, 2012), enrolment figures shot up from a staggering 2.5 million in 1996 to 7.5 million pupils in 2007/08 (Kiapi, 2009), hitting 8,020,000 in 2011 (Ssenkibirwa, 2011). By the year 2007, the proportion of girls enrolled in primary school had also more than doubled that of 1995 (Ministry of Education and Sports, 2007).

Overall, Uganda is said to be on the right path towards achieving the MDG target 100% enrolment in basic education by the end of 2015 (Ssenkabirwa, 2011).

Despite the above progress, various problems have been identified with UPE schools. These include inadequate funding, high and increasing dropout rates, especially among girls, poor quality of education provided, political interference, increasing laxity on part of the parents to discharge their part of the responsibility, and high levels of head teacher and teacher demoralization, especially in UPE schools located in rural areas (Agaba, 2014; Talemwa, 2011; Busingye, 2010; Nambalirwa, 2010). Similar problems have been reported in UPE schools in Mpigi District (Lusambu, 2011) generally and in its counties such as Mawokota County in particular (Mpigi District Education Office, 2013). These problems compel one to question how they affect the enjoyment of the right to elementary education of the children in UPE schools located in this county.

1.3 Statement of the Problem

The adoption of the UPE policy is acknowledged for causing a drastic increase in primary school enrolment in Uganda. However, the implementation environment of this policy is characterized by various problems, including inadequate funding, high dropout rates, especially among girls, poor quality of provided education, and high levels of head teacher and teacher demoralization. At the same time, the home environment of most UPE pupils is characterized by increasing parental laxity, particularly in rural counties like Mawokota in Mpigi District. The problems associated with the UPE policy implementation environment indicate that it is unfavourable to the head teachers and teachers. Those associated with the home environment indicate that parents are generally reluctant about their children in UPE schools. It is however, not

clear how this situation affects the enjoyment of the right to elementary education by the children in UPE schools in Mawokota County. This study was, hence, proposed to clarify this situation by investigating the effects of the UPE policy implementation environment and home environment on the enjoyment of the right to education by the pupils in UPE schools in Mawokota County.

1.4 General Objective of the Study

The purpose of the study was to investigate the effects of the UPE policy implementation environment and home environment on enjoyment of the right to elementary education by pupils in UPE schools in Mawokota County.

1.5 Specific Objectives

The study was conducted to meet the following objectives

1. To establish the level at which pupils in UPE schools of Mawokota County enjoy their right to elementary education.
2. To analyze the effect of UPE implementation policy environment on the level at which the pupils in UPE schools in Mawokota County enjoy their right to elementary education.
3. To examine the effect of the home environment on the level at which the pupils in UPE schools in Mawokota County enjoy their right to elementary education.

1.6 Research Questions

The following were the research questions answered in this study:

1. At what level do the pupils in UPE schools of Mawokota County enjoy their right to elementary education?

2. What is the effect of UPE implementation policy environment on enjoyment of the right to elementary education by pupils in UPE schools in Mawokota County?
3. What is the effect of the home environment on enjoyment of the right to elementary education by pupils in UPE schools in Mawokota County?

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was conducted in Mawokota County. This county is located in Mpigi District in central Uganda. Along Kampala-Masaka Road, this county stretches from Nakirebe, seven miles from Kampala to Lwera, about 60 miles. It is bordered by Wakiso district in the north, Butambala district in east, Kalungu district in the south and Lake Victoria in the west. This county has seven sub counties, but the study was conducted in Buwama and Nkozi sub counties. These sub counties were selected because most of their UPE schools were performing poorly, particularly as far as Uganda National Examinations Board (UNEB) results were concerned. They were therefore sub counties where the level of enjoyment of the right to elementary education by UPE pupils was highly questionable.

1.7.2 Conceptual Scope

The conceptual scope of the study was confined to analysing the level at which primary seven pupils in UPE schools enjoyed their right to elementary education and how this level was affected not only by the UPE policy implementation environment as evident in school funding, inspection, administrative and teaching but also by the home environment as manifested by lighting, time and space availed to the children to revise and do their homework, parents' personal

involvement in children's revision and doing of homework, and provision of home-based library support. Primary seven pupils were considered the appropriate target because their level of enjoying the right to elementary education covered what UPE had offered to them right from the beginning to the end of Uganda's primary school cycle.

1.7.3 Time Scope

The study covered the period from 2006, when all children who had been allowed to enrol for UPE without the restriction of four per household completed the primary school cycle, to 2014, the year that coincided with the most recent completion of this cycle as far as this study was concerned. The period, therefore, helped to analyse how UPE had been faring in terms of enabling all children of school going age to enjoy their right to education up to the final stage of the primary school cycle.

1.8 Significance of the Study

The findings of the study are hoped to be of benefit in the following ways:

- (i) UPE policy designers and implementers will use the findings to appreciate how this policy is faring in relation to enjoyment of the right to elementary education UPE pupils in Mawokota County. This will act as a basis for taking appropriate policy action.
- (ii) The findings will also be used to sensitize parents about how they can create a home learning environment that can enable their children to fully enjoy their right to elementary education

- (iii) UPE pupils will benefit from the study, especially when its recommendations are adopted to improve the level at which they the children are facilitated to enjoy their right to elementary education.
- (iv) The study findings will further be used by researchers and academicians to conduct further research in the area of educational policy and human rights.
- (v) The study will also help the researcher to understand more about the effects of the UPE policy implementation and home environment, and to be able to obtain a postgraduate degree.

1.9 Justification of the Study

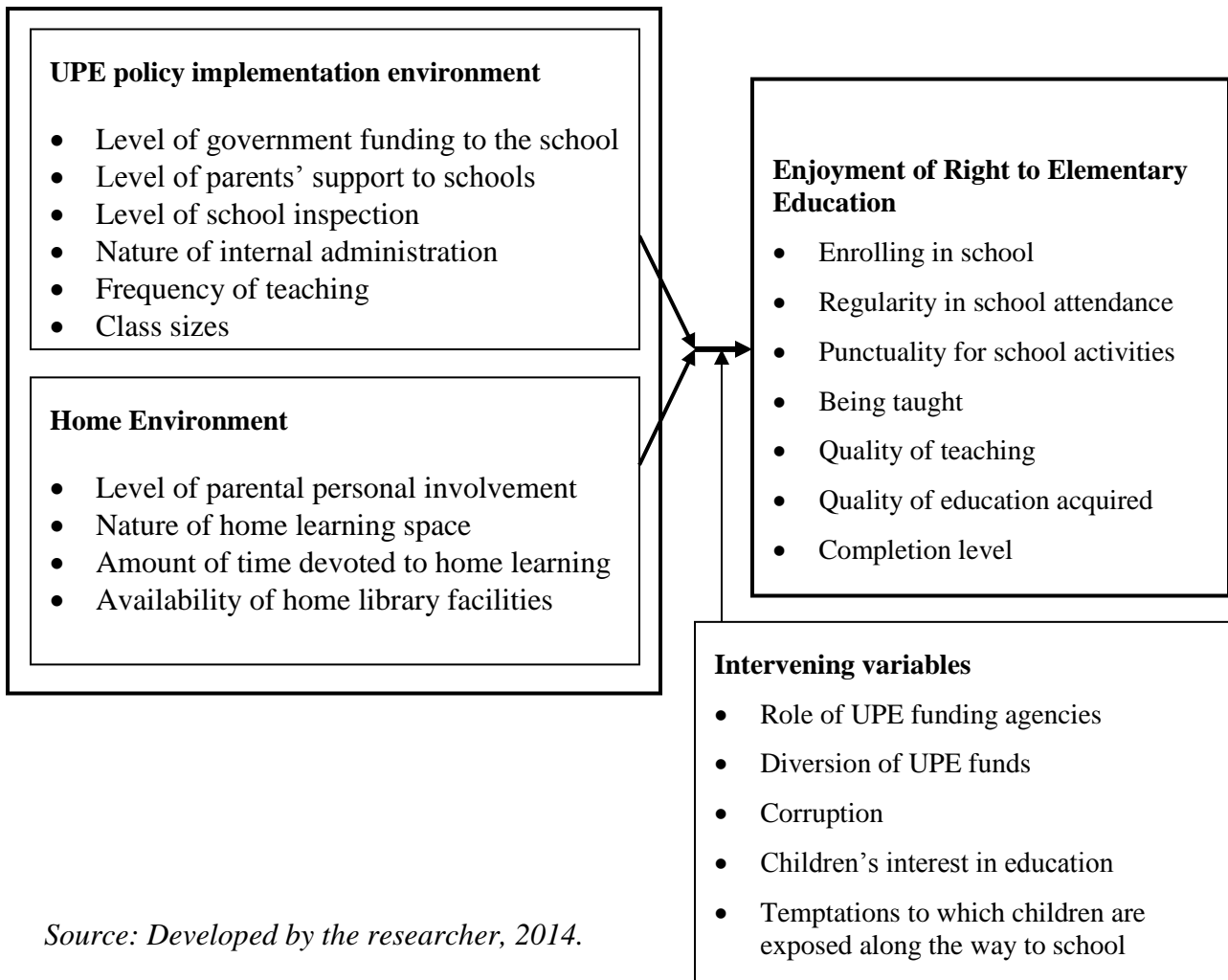
Prior to the conducting of this study, a plethora of research had been conducted and various reports made about the implementation of UPE policy since its adoption in Uganda (Agaba, 2014; Makuma, 2012; Ssenkabirwa, 2011; Talemwa, 2011; Busingye, 2010; Nambalirwa, 2010; Kahuku, 2007; Economic Policy Research Centre, 2004; Ministry of Education and Sports, 2003). Some of these studies had even shown the social benefits of UPE as perceived by parents and pupils (Kamuhangire, 2011). Others had shown how UPE had enabled children to enjoy their right to education (Nabirye, 2010). However, all these studies had not paid attention to the children of Mawokota County as far as how UPE had enabled them to enjoy their right to elementary education was concerned. Consequently, the level at which these pupils enjoyed this right and how this level was affected by the environment created by the manner in which UPE policy was implemented as well as the environment typifying the homes of UPE pupils had not received any scholarly attention. This study was, therefore, needed to shed light on these issues.

The study is also justified by the fact that it is aimed at producing a dissertation, which is a requirement for the award of Master of Arts Degree of Uganda Martyrs University, Nkozi.

1.10 Conceptual Framework

The study was conceptualized as shown as follows.

Independent variables



Source: Developed by the researcher, 2014.

The conceptual model indicates that UPE policy implementation environment and the home environment were investigated as the independent variables while enjoyment of the right to elementary education was regarded as the dependent variable. This implies that the assumption investigated in this study was that the level at which pupils in Mawokota County enjoyed their

right to elementary education was affected by the nature of each of these two environments. The Universal Primary Education policy implementation environment was measured in terms of levels of school funding, school inspection, and how internal school administration and teaching were handled. The home environment was investigated in terms of levels of parental personal involvement, nature of home learning space, time dedicated to home learning, and availability of home library facilities. The level at which children enjoy their right to elementary education was measured in terms of levels of enrolling, regularity in school attendance, punctuality for school activities, interest in schooling, being taught, quality of acquired elementary education, and the pupils' school completion level.

It was recognised that there were other factors that intervened in the effect of the UPE policy and home environments on children's enjoyment of their right to education. These included the role of UPE funding agencies, corruption in the implementation of UPE, children's interest in education, and temptations to which children are exposed along the way to school, amongst others. The effects of these variables were however, not investigated as they were outside the conceptual scope of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature relevant to the main variables of the study, that is, level of children's attainment of the right to elementary education, and how it is affected by UPE policy implementation environment and home environment.

2.2 Level of Children's Enjoyment of the Right to Elementary Education

A number of studies have been conducted about the level at which children enjoy their right to elementary education (UNICEF, 2013a; Qadir, 2012; Adeyemi, 2011; Education for All Global Monitoring Report, 2011; Kamuhangire, 2011; Nabirye, 2010; Bruns, Mingat & Rakotomalala, 2003). A critical review of these studies reveals that the degree to which children enjoy this right varies from country to country and even within countries. The studies are however, not articulate about the case of Mawokota County.

In particular, the Education for All Global Monitoring Report (GMR) (2011) indicates that globally, there are more than 100 million children of primary school age who are not in school. GMR shows further that the majority of these children are in the regions of sub-Saharan Africa, South Asia and within countries in these regions. It also indicates that it is mostly girls who do not access education at the primary school age. To note about GMR is that it compiled the numbers of children who do not enjoy their right to elementary education to the attention of world so that something could be done to address their plight. Therefore, it focuses on children whose level of enjoying the right to elementary is completely zilch. UNICEF (2013a) concurs with the GMR,

estimating that children not enjoying their right to primary education could reach 120 million in 2015, with girls constituting the large majority of those not enrolled. It should be noted that the numbers that GMR and UNICEF reports give are so generalized to regions and developing countries that it begs the question of whether it applies to all the sub-counties located in these countries. This study is, therefore, needed to answer this question by establishing whether they are children in Mawokota sub-counties who do not enjoy the right to elementary education or whose level of enjoying this right is zero.

Literature indicates that children enjoy their right to elementary education when they get enrolled in school (Sherman & Poirie, 2007). This is because enrolment involves children joining school (Petrosino, Morgan, Fronius, Tanner-Smith & Boruch, 2012; Sudhanshu, 2002). It is, therefore, a process by which children begin to access elementary education (Dhawan, 2013). In fact, the Department for International Development (2013) indicates that at primary school level, enrolment represents the total number of children who access elementary education, irrespective of their age; and it becomes gross enrolment when those in school are compared to the total number of children expected to be in school in a country (Ayaraman, Simroth & Ericourt, 2010). It can also indicate the total number of children who have joined and are accessing elementary education at a particular grade compared to all those expected to be at that grade in a given country. These observations indicate that whatever the applied measure, enrolment is essentially an indicator of the level at which a given number of children enjoy their right to elementary education by joining and, therefore, accessing this education.

According to World Bank (2003), when all the children of primary school going age access elementary education, enrolment is 100% and it indicates that all the children who are expected to enjoy the right to education are actually enjoying it. Therefore, any enrolment rate that is less than

100% indicates that some of the children who should be enjoying their right to education are not enjoying it. What then is the level of enrolment in UPE schools in Mawokota County? Are the children of primary school going age in school in Mawokota County, especially because UPE was intended to achieve this very end? This question needs an empirical investigation involving ascertaining total enrolment rates in Mawokota. This investigation is particularly necessary in the light of the observation made by UNESCO (2011) that despite the fact that many developing countries have adopted UPE, primary school enrolment has declined in Sub-Saharan Africa in recent years. In fact, UNESCO (2011) warned that if the current trend continues, there could be as many as 72 million children out of school in 2015. Could some of these children be in Mawokota County?

It should be noted that while it is not doubtable that enrolment indicates that children are enjoying their right to elementary education, it is also indisputable that this indicator is only a measure of quantitative access to elementary education (UNESCO, 2014a). It particularly does not indicate anything to do with children's enjoyment of their right to education as measured in terms of regularity in school attendance, quality of teaching and other measures, which are even more critical as far as underpinning the enjoyment of this right is concerned (UNICEF, 2008). The Department for International Development (2013) brings out this argument more articulately by indicating that measuring the level of enjoying the right to elementary education through enrolment implies focusing on children who have joined school. Enrolment measures the number of children going to school; it does not measure anything to do with making sure that enrolled children are well taught and that what they are actually learning. In fact, the Department for International Development shows that many boys and girls who get enrolled in school drop out early and that in sub-Saharan Africa, only 56% of children complete a full primary school education. These

observations indicate that although enrolment is necessary in analysing the level at which children enjoy the right to elementary education, it is not a sufficient indicator. It needs to be complemented by other indicators which measure the level of children's enjoyment of their right to education more realistically. One of these measures is punctual regularity in school attendance (Gutman & Feinstein, 2008).

Punctual regularity in school attendance is important in that it enables children to be at school in time and to learn in an uninterrupted manner, thereby gaining basic academic and social skills that are essential for ongoing academic and social progress in life (Daraganova, 2012). When children attend school regularly, they do not require extra help to catch up (Sellstrom & Bremberg, 2006; Rothman, 2001), but when they do not attend regularly, they get exposed to a higher risk of poor school performance (National Centre for Education Statistics, 2003; Ainley & Lonsdale, 2001; Trent & Slade, 2001; Myers, 2000), which results into ineffective enjoyment of the right to elementary education. According to Petrosino et al. (2012), regularity is measured by school attendance rates.

High rates of punctual regularity of school attendance indicate high levels of participating in elementary education (National Educational Welfare Board Conference, 2008; Sylva, Melhuish, Sammons, Siraj-Blatchford, Taggart, Grabbe & Barreau, 2007; Bourke, Rigby & Burden, 2000) and therefore, high levels of enjoying the right to this education (Epstein & Sheldon, 2002). The reverse is also true. Indeed, high levels of lateness and absenteeism translate into low and no academic and non-academic achievements, respectively (Ruto, Mugo & Kipserem, 2010) and therefore, low or no level of enjoyment of the right to education (Chang & Mariajose, 2008; Mariajose & Young-Sun, 2007). These observations suggest that the level at which the children enjoy their right to elementary education varies in the same direction with the level of their

regularity at attending school. Therefore, to establish the level at which children enjoy their right to elementary education, one of the indicators to investigate is the regularity of their school attendance. What then is the level of UPE pupils' regularity in attending school in Mawokota County? Do UPE pupils go school regularly and punctually?

It is imperative to note that like enrolment, punctual regularity in school attendance is not a sufficient indicator of children's full enjoyment of their right to elementary education. According to Durham and Plank (2010), it is one thing to attend school and yet another that children get taught so that they can learn and thereby enjoy their right to elementary education meaningfully. While punctual regularity in school attendance guarantees children's presence in classrooms on time (Gottfried, 2011) and development of social skills from schools (Daraganova, 2012), and while it also prevents them from suffering the detrimental effects of missing school lessons (Taylor, 2012; Gottfried, 2010), it does not guarantee their teaching.

Children can attend and leave their school when they have not received any lessons from their teachers or when the amount of teaching that they have received is very insufficient (Gottfried, 2010). This happens in circumstances when teachers dodge all or some of the lessons, or when teachers provide poor instruction (Gottfried, 2011). When it occurs, it denies children the opportunity to fully enjoy their right to elementary education (Department for Education, 2010). This is because it deprives them of the critical role that teaching plays in equipping children with the basic knowledge and skills they are expected to learn from classroom teaching and other school activities that teachers carry out in order to provide the children with full elementary education (Department for Education, 2010). It is against this backdrop that UNESCO (2014b) remarked that Universal Primary Education (UPE) would remain a distant dream for millions of children living

in countries where teaching is poor or insufficient. Without teaching, no basic knowledge, numeracy, literacy and health and sanitation skills are imparted to the children (Jyotsna, 2013).

The preceding observations indicate that the level of teaching determines the level at which children enjoy their right to education. The higher the level of teaching the higher is the level of enjoying the right and vice versa. What then is the level of teaching in UPE schools in Mawokota County? Are the UPE pupils in this county taught all the lessons they are expected to learn per day?

Expressing a view similar to that of Jyotsna (2013) and using Duncan Wilson's (2003) three-fold characterization, Valmiki (2014) indicate that it is not just teaching that enables children to enjoy their right effectively. Children enjoy their right within education when teaching enables them to acquire knowledge and skills. UNICEF (2010b) indicates that the teaching that facilitates the children to enjoy their right to elementary education meaningfully has to entail quality instruction and to be provided by committed teachers. Only when teachers are committed to their work, and only when they are delivering quality instruction that pupils learn effectively (UNICEF, 2013b). It is through quality instruction that children interact with their teachers in a teaching-learning process, listening and grasping what teachers are teaching, and asking questions to get clarification where they do not get it right (Barber & Mourshed, 2007). It is through quality instruction that teachers involve pupils in ongoing lessons by asking the pupils questions and allowing them to contribute ideas to what is being taught (Sanders & Rivers, 2006). Quality teaching involves evaluating pupils through giving classroom exercises, homework and tests, and correcting pupils when go wrong (Allington & Johnson, 2000).

The observations above indicate that the quality of teaching determines the amount of learning that takes place in terms of pupils' knowledge acquisition and skill development from

teachers. This way, the quality of teaching indicates the level at which children enjoy their right to elementary education. What then is quality of teaching that takes place in UPE schools in Mawokota County? Are the teachers in these schools committed to their work? Do the teachers involve pupils when teaching by asking questions or allowing the pupils to contribute ideas during an ongoing lesson? Do the teachers give pupils classroom exercises, tests and homework? Do the teachers mark the pupils' work? Do they correct pupils when they go wrong?

According to Hutchings, Maylor, Mendick, Menter and Smart (2006), even when the teaching is of the desired quality as a process, it does not guarantee that what is being taught is what pupils really need in order to enjoy their right to elementary education in a meaningful manner. For pupils to enjoy this right in a meaningful manner, they have to be equipped with the basic health knowledge, moral values, and numeracy, literacy and life skills that are relevant in their communities (Valmiki, 2014; Oates, 2010; Kasirye, 2009; UNICEF & World Bank, 2009; Camilli, Vargas & Yurecko, 2003). Research has shown however, that there are UPE pupils whose level of attaining this knowledge and skills is negligible (Kamuhangire, 2011). This research was however, conducted in Isingiro district, not in Mawokota County. The question, therefore, is whether the findings of this research are also valid in this county. At what level do UPE pupils in Mawokota County acquire the knowledge and skills expected of them? Do the teachers impart to pupils the very subject matter that the pupils need in order to acquire (a) the health knowledge (b) the numeracy skills, (c) literacy skills and (d) life skills they are expected to have in order to fit in their communities relevantly?

Apart from acquiring expected knowledge and skills, research has shown that pupils enjoy their right to elementary education fully only when they complete the primary school cycle (Bruneforth & Wallet, 2010; UNICEF, 2009; Wils, 2004). This is what Duncan Wilson's (2003)

three-fold characterization cited in Valmiki (2014, p.2) describes as the right through education. The UNESCO Institute for Statistics (2011) describes completion of a cycle of education as the rate at which students enrolled in the first grade of a cycle of education go through and successfully finish all the grades in the cycle. This same source indicates that completion is opposed by repetition and dropout rates, implying that pupils who do not complete in time are either repeaters or dropouts. Taking these two into account, Bruns, Mingat and Rakotomalala (2003) found out that the progress had been made in improving the average global primary school completion rate from 72% to 77%. This progress was however, far below the level that was needed to be sure that all the children enjoyed their right to education in form of completing the primary cycle of education (UNICEF & World Bank, 2009). Moreover, Africa's primary cycle completion rate was far below as it stands at 50% and was the lowest in the whole world (Bruns et al., 2003).

According to Ruto et al. (2010), the fact that completion is affected by two factors presents complications. Without care, it is possible to think that repeaters are also among the pupils who have failed to complete the cycle. While this is true in the sense of analysing completion in record time, it is misleading when pupils who repeat and therefore complete a cycle in a delayed manner are put into consideration. For this reason, Ruto et al. (2010) recommends that it is better to view completion in terms of dropout rates, since pupils who drop out are really those who can never complete. This argument is however relevant when the policy in place provides for repetition (UNESCO Institute for Statistics, 2012; George, 2009; Ndaruhutse, Brannelly, Latham & Penson, 2008; Andre, 2009). It does not apply to policies such as the Uganda's UPE policy because this policy does not allow repetition (Moyi, 2013; Grogan, 2009). This implies that in Uganda, the completion rate actually represents the pupils who have completed the primary school cycle. Holding other factors constant, when pupils complete the primary school cycle, they are assumed

to have fully enjoyed their right to elementary education (Caillods, Phillips, Poisson & Talbot, 2006). What then is the completion rate of the UPE pupils in Mawokota County? Do all the pupils who start from primary one go up and complete primary? Are there pupils who drop out of school before reaching primary seven?

Generally, literature indicates that to fully enjoy their right to elementary education, all children of primary school going age have to be enrolled in school, attend school regularly, be exposed to quality teaching, be equipped with the basic health and moral values as well as the numeracy, literacy and life skills needed to fit relevantly in their communities and to complete the primary cycle of education. The literature is however, too globalized to be used as a basis for concluding on small local areas like a county in a small country like Uganda. Their validity needs to therefore be investigated at a local context like Mawokota County. This is necessary because even the studies conducted about the level of enjoying the right to elementary education in Uganda did not cover the case of Mawokota County.

Such studies include that of Nyende (2012), Nabirye (2010), Juuko and Kabonesa (2007), Lundström-Sarelin (2006) amongst others. Specifically, Nabirye (2010) found out that most of the children in internally displaced camps in Gulu were not enjoying this right. The overwhelming majority was not enrolled in school and that most of those who had enrolled recorded very low levels of school attendance. Nabirye (2010) concluded that children in these camps enjoyed their right to basic education at negligible levels. The study was however, conducted in Gulu and not Mawokota County. As to whether what it revealed is also valid in Mawokota County or not is therefore, necessary to confirm. In addition, Nabirye's (2010) study population consisted of primary school stakeholders who had been confined to Internally Displaced Persons (IDP) camps. These included parents, children and even community leaders as observers but not participants in

the implementation of UPE policy. The population of this study was similar in that it covered parents and children. It was however, different in that instead of community leaders, it included educational leaders who participated directly in the implementation of the UPE policy.

Juuko and Kabonesa (2007) observed that although government had tried to provide primary education, it had not met the obligation of ensuring that the provision of this education was totally free and compulsory for all children. As a result, not all children are enrolled in primary schools, and if they are, their attendance is at liberty and therefore very low in some cases, with an increasing number of children dropping out eventually. The study of Nyende (2012) revealed similar findings for children with disabilities. Nadège, Anyimuzala and Turgesen (2014) found out however, that the level of failing to enjoy the right to elementary education was worse for children with disabilities; for these are the children who are the most marginalised and disadvantaged in all aspects of accessing this education. Lundström-Sarelin (2006) observed that in Uganda, the level of children's enjoyment of their right to education was generally low.

However, the study of Juuko and Kabonesa (2007), Nyende (2012) and Nadège, Anyimuzala and Turgesen (2014) covered the whole of Uganda. Moreover, while the study of Juuko and Kabonesa (2007) focused on discussing whether children's elementary education was right or privilege in Uganda, the study of Nyende (2012) and Nadège et al. (2014) concentrated on only children with disabilities. Although Lundström-Sarelin (2006) pointed out the low level of children's enjoyment of their right to education, the main cause was attributed to failure to use a human rights-based approach to promotion of this education. To Lundström-Sarelin (2006), the practice of treating education not so much as a public good to which every citizen of school going age is entitled, but as a traded service accessed only when buyers can afford to purchase it, is the main cause of children's low enjoyment of this right. Evidently, neither of the foregoing studies

discussed the level of children's enjoyment of their right to education in the context of Mawokota County. It is this level that this study will cover for all the children, irrespective of whether they have disabilities or not.

2.3 UPE Policy Implementation Environment and Children's Enjoyment of the Right to Education

Different studies have been conducted and reports made about the implementation environment characterising UPE in Uganda and other countries. One of the studies conducted about this environment outside Uganda is Dennis and Stahley's (2012) study, which was carried out in Tanzania. This study focused on determining this policy implementation factors that decreased the probability of a child complying with compulsory education. Results revealed that the manner in which the funding of this education had been prescribed was not one of the significant factors. Education expenditures, such as book fees, uniform fees, meal costs, and transportation costs, which UPE had left to parents, did not affect pupils' school attendance significantly. These findings contrasted with those of Urwick's (2011) study conducted in Lesotho and with Kadzamira and Rose's (2003) study conducted in Malawi. These two studies had established that these expenditures had a significant constraining effect on pupils' school attendance and therefore, their enjoyment of the right to elementary education.

Evidently, the studies cited above do not agree on how the UPE policy implementation environment measured in terms of parents' meeting of their share of the cost affects children's school attendance and therefore, enjoyment of their right to education in this sense. Moreover, the studies were conducted outside Uganda, suggesting that they do not cover the nature of this effect as it applies to Uganda.

Sifuna *et al.* (2009) conducted a comparative analysis of the UPE policy in policy in Ghana, Kenya, Malawi, and Uganda. The findings of this study show that the implementation environment of this policy was unfavourable in all these countries because the policy was implemented without adequate prior consultation with and preparation of the key stakeholders. The environment lacked mutual accountability and the responsibility mechanism between the government and parents/communities was not well-streamlined yet it was a key to the sustainability the policy. Similar observations appear in the study that Avenstrup, Liang and Nellesmann (2004) had conducted in Kenya, Lesotho, Malawi and Uganda; in the study that Nishimura and Ogawa (2008) carried out in Ghana, Kenya, Malawi, and Uganda. While these studies established that the UPE policy implementation environment was not favourable, their main concern was on comparing this environment in different countries. Although these countries include Uganda, the studies did not link this environment to the pupils' realization of their right to elementary education; a gap that this study sought to fill.

An appreciable body of research has also been conducted in Uganda about the implementation of UPE in Uganda as a single country (Agaba, 2014; Kamuhangire, 2011; Ssenkibirwa, 2011; Talemwa, 2011; Busingye, 2010; Nambalirwa, 2010; Katongole, 2009; Kiapi, 2009; Kahuku, 2008; Nishimura, Yamano & Sasaoka, 2008; David, 2007; Ministry of Education and Sports, 2003, 2007; Economic Policy Research Centre, 2004). A scrutiny of these studies reveals that all of them describe the implementation policy environment of UPE in Uganda in terms of level of school funding and facilitation, school inspection, internal administration, and parents' support towards UPE schools. However, none of these studies relates these policy implementation environment attributes to the level at which UPE pupils enjoy their right to primary education. This leaves the question as to how each of the highlighted policy environment

aspects affects the level at which children in UPE schools enjoy their right to education. This is the question that this study is set to answer based on children in UPE schools in Mawokota County.

Research indicates that the UPE policy implementation environment is characterized by provision of insufficient capitation grants and poor school facilitation (Ssenkibirwa, 2011; Talemwa, 2011). Many UPE schools do not have teaching and libraries and pupils are neither provided with sufficient scholastic materials nor with lunch (Kamuhangire, 2011). Research indicates further that the government of Uganda committed itself to the financing of UPE, but has not established enough classrooms and does not facilitate the schools with adequate teaching and learning materials. Furthermore, most of the UPE schools are understaffed and their teachers are paid peanuts, which moreover, are delayed in terms of salary disbursement and release (Busingye, 2010; Nambalirwa, 2010).

Research indicates that parents are expected to support their children's schools by attending school meetings, visiting the schools to check on their children's performance and to find out from their teachers what needs to be done in order to improve their children's school performance, attend school events, and volunteer in supporting their children's schools by serving on school committees or contributing to the resources the schools need in order to facilitate their normal functioning (Noel, Stark, Redford & Zukerberg, 2013). However, most of the parents whose children attend UPE schools are reluctant to play their role of supporting their children as expected when the children are at schools (Makuma, 2012). This reluctance is manifested in the failure of many parents to provide their children with uniforms, necessary learning materials, breakfast and lunch, and it is based on argument that government promised to provide the children with everything they need when they are at school (Kyomuhangi, 2014). Of course this argument is unrealistic since Uganda's UPE policy is very clear that parents have to meet the costs that are not

included in the school building and capitation grants provided by government (Ministry of Education and Sports, 2007).

The studies cited above indicate that the UPE policy implementation environment is not favourable in most of the aspects that focus on the role that government and parents are expected to play in terms of funding and supporting UPE schools. Since these studies were not conducted about Mawokota, they leave one with no choice to raise the question of whether even the UPE policy environment they are describing is also similar in this county. Do UPE schools in this county also witness insufficient capitation grants, poor school facilitation, understaffing, delayed payment of teachers' poor salaries, inadequate classrooms, inadequate teaching and learning materials, failure to provide lunch, and parents' reluctance to support schools? Secondly, the studies do not show how such unfavourable environment affects children's enjoyment of their right to education, and this poses the need to establish this effect.

Research has shown further that school inspection is also ineffective; inspectors do not inspect the schools regularly and when they do, they do not enforce the required school standards (Ministry of Education and Sports, 2007; Economic Policy Research Centre, 2004). The internal management of most of the schools is not effective as head teachers' administrative and leadership ability is overstretched by excessive enrolment and subsequent excessive class sizes, inadequate teachers and insufficient instructional materials (Kyomuhangi, 2014; Kakuhu, 2007). Moreover, because of the unsatisfactory conditions of service that characterise most of the UPE schools, their head teachers are demoralised (Kyomuhangi, 2014), The same conditions coupled with excessive class sizes have also made teachers demoralized and the quality of their classroom teaching has continued to decline (OECD, 2009; Ryans, 2009; Luyten, Scheerens, Visscher, Maslowski, Witziers& Steen, 2005). Teachers display declining levels of regularity, commitment, and

diligence at work (Kyomuhangi, 2014). The abolition of PTA contributions was a blow to the administrative ability of head teachers to motivate teachers and the inadequacy of the teachers leads to failure to realise the standard teacher-pupils ratio in UPE schools. Since none of these studies was conducted in Mawokota County, one wonders whether their findings are valid in this county. Do UPE schools in this county have excessive classrooms, insufficient instructional materials, no PTA support, demoralised head teachers, inadequate and demoralised teachers whose regularity, commitment at work and quality of teaching is declining?

As pointed earlier, despite finding out that the UPE policy implementation environment is unfavourable in Uganda, all the studies cited above do not cover how such an environment affects the level at which pupils enjoy their right to education. Even the studies that have been conducted about this effect were not based in Uganda, let alone in Mawokota County. These studies include that of Donohue and Bornman (2014), Proudlock (2014), Eriamiatoe (2013), Hubbard (2010), Kilkelly (2007), van Leer (2007).

In particular, Eriamiatoe (2013) observed that the nature of UPE implementation policy environment has a significant and positive effect on the level at which children enjoy their right to elementary education. Eriamiatoe (2013) arrived at this observation while examining the implementation of UPE policy environment of Lesotho, and concluded by underscoring the need for the government of Lesotho to ensure that this environment was all-inclusive, serving the learning needs of all children, irrespective of their disabilities, and most of all, that the environment was well-facilitated through human and material resources. Kilkelly (2007) observed that in Ireland, the policy environment that characterise the provision of public education significantly determines the extent to which children enjoy their right to education. When there are barriers in the implementation environment of the policy, it is difficult for children to fully enjoy this right.

The barriers that Kilkelly (2007) pointed out included inadequate school financing, inappropriate school administration, poor school inspection, and poor teaching. Are these the same barriers to the level at which the children in UPE schools in Mawokota County enjoy their right to education? Is the children's level of realising their right to education also hampered by inadequate school financing, inappropriate school administration, poor school inspection, and poor teaching?

Donohue and Bornman (2014) conducted a study on challenges of realising an inclusive policy for provision of public education in South Africa with the aim of establishing how they affect progress in promoting children's enjoyment of their right to education. These authors found out that the level of enjoying this right increased the more the policy was made inclusive in terms of supporting all the children. Donohue and Bornman (2014) found out that making the policy inclusive meant removing such challenges as discrimination according to disability, inadequate funding, and demoralised school management. They showed that when these challenges are dealt with, policy implementation becomes supportive to children's enjoyment of their right to education. Are these the same challenges constraining children's enjoyment of their right to education in Mawokota County? Are children in this county discriminated according to their disability and are the UPE schools faced with demoralised school management?

van Leer (2007) found out that the enjoyment of the right to education was affected by education provision policies across multiple cultural contexts. This author indicated that when the policy implementation environment is favourable in terms of school funding and facilitation, and when it caters for all the children, irrespective of their impairments, it leads to a significant level of enjoying the right to education. van Leer's (2007) observations were however, based in India, Israel, and Poland, but not in Uganda, let alone Mawokota County. It is, therefore, necessary to find out whether the observations apply to this county as well. Hubbard (2010) found out that there

was a significant and positive relationship between the level of enjoying the right to education and school policy as a measure of implementing the overall education policy in Namibia. Hubbard's (2010) interest was however, in how pregnant girls enjoyed this right. This study is, therefore, necessary to establish how his findings apply not to pregnant girls, but to all the children in UPE schools.

Chenwi (2013) examined the education policy implementation environment in terms of public resource availability and found out that it related significantly and positively with the level at which children enjoyed their right to education as measured by completion rates. Chenwi (2013) observed that the level of children's enjoyment of their right to education improves when the policy implementation environment is typified by adequate government subventions to schools, and the level goes not when the contrast happens.

Generally, literature indicates that the education policy implementation environment affects the level of children's enjoyment of their right to education. The level of enjoying this right increases the more this environment is made favourable in terms of school funding and facilitation, school inspection, internal administration, and parents' support towards schools. The literature is however, not articulate on this effect as it applies to UPE schools in Mawokota County. There is, therefore, need for this study to articulate this effect by answering the question regarding how the UPE policy implementation environment (measured in terms of school funding and facilitation, school inspection, internal administration, and parents' support towards schools) affects the level at which children in UPE schools of this county enjoy their right to education.

2.4 Home Environment and Children's Enjoyment of the Right to Elementary Education

The available school work indicates that the home environment is the same thing as the family milieu and it is defined as the learning atmosphere characterising or created by and at the places where pupils' reside (Hill, 2014). It is characterized by the nature of lighting, the adequacy of time, and the calmness and/or conduciveness of space availed to children to cure their curiosities, acquire new knowledge, and to read, revise and do their homework (Hill, 2014). This environment is also delineated in terms of the degree to which parents and/or other family members get personally involved in supporting to pupils' home-learning through revising with them and helping them with homework by assisting them to answer the questions correctly (Kimu, 2012; De Vos, 2001). According to Mannathoko and Mangope (2013) and Emerson, Fear Fox and Sanders (2012), the home environment is also typified by availability of home-based library and information communication technologies that enhance pupils' learning efforts.

It is noted that although the studies cited above define the home environment in the context of learning, they do not indicate how this environment affects pupils' enjoyment of their right to elementary education. There are however, studies that have explained this effect. Among these studies are those of Makuma (2012) and Mlambo (2011). Both of these studies indicate that the home environment of most of the pupils in UPE schools affects the level of the children's enjoyment of their right to education in a significantly negative manner. These studies indicate that as a result of living in abject poverty, many parents of UPE pupils in rural areas require their children to go digging or to do house chores instead of encouraging them to read, revise or do homework given by their teachers. This parental tendency adversely affects pupils' learning and therefore, enjoyment of their right to education, especially in terms of further internationalisation of the knowledge equipped at school. These studies were however, not conducted in Mawokota

County. Mlambo (2011), for instance, carried out the study using chemistry students drawn from the University of the West Indies. Makuma (2012) made the observation based on UWEZO report, which had been compiled about the whole of Uganda. Based on this argument, one questions whether such parental tendency exists in this county, especially in the respect of UPE pupils. In other words, do parents in Mawokota County require their children to go digging or to do house chores instead of encouraging them to read, revise or do homework given by their teachers?

Kyomuhangi (2014) made observations similar to those pointed out by the preceding authors, but added that in some homes, primary school pupils are exposed to sexual abuse and stigmatisation (mistreatment) by relatives, and these conditions make the home environment unfavourable to the affected pupils in terms of learning and therefore enjoyment of their right to education. Kyomuhangi (2014) found out that some pupils come from homes whose environments are characterised by backgrounds that do not value education. Some home environments are characterised by parents who do not give children enough time to read but instead engage them in business activities such as selling local brew, potent gin, farm produce or shop-keeping instead of encouraging and assisting them to do the homework (Covell, Howe & Polegato, 2011). According to Tomporowski, Davis, Miller and Naglieri (2008), other home environments are characterised by broken families or families with potentially stressful events (such as high family mobility, frequent illness, death, alcoholism, and marital disruptions). In such home environments, adults or parents do not mind about encouraging the children to go to school regularly and punctually, and also do not mind even when their children miss school without a genuine reason, and this adversely affects the level at which the children realise their right to education (Hayes, undated).

Evidently, pupils who live in home environments characterised by the conditions mentioned above find it difficult to enjoy their right to education effectively. In fact, such are the

conditions that Howe and Covell (2013) considered not to be in the best interest of children's enjoyment of their right to education. When pupils are sexually abused and stigmatized by relatives with whom they live at home, they are traumatized and this trauma has a psychological effect of lowering their mental functioning and concentration on learning both at home and when they go to school. Pupils who come from backgrounds that do not value education are unlikely to value education. Such pupils are likely to think that going to school is a waste of time and are very likely to dropout along the way (Hammond, Linton, Smink & Drew, 2007). In general, the home environment conditions mentioned above constrain children's enjoyment of their right to elementary education because they create an unfavourable learning environment. Could the same conditions be prevalent in the homes of the pupils in UPE schools in Mawokota? Specifically, are the UPE pupils in Mawokota County sexually abused or mistreated in any way by their relatives or those with whom they share a home? Do people they live with value education? Are the pupils not given enough time by their parents to read? Are they instead engaged in business activities such as selling local brew, potent gin, farm produce or shop-keeping instead of encouraging and assisting them to do the homework? Are the pupils coming from homes with broken families or families with potentially stressful events such as high family mobility, frequent illnesses, death, alcoholism, and marital disruptions enjoy their right to elementary education?

It should be noted the studies cited so far paint a picture of an unfavourable home environment. This does not mean that all home environments are unfavourable to children's enjoyment of their right to elementary education. Rumberger and Lim (2008) found out that there are home environments that encourage the level at which children enjoy their right to education. Rumberger and Lim (2008) observed that these are the environments where the residences have well-lit reading rooms, where both parents live together, where family resources are stable in terms

of parents' educational level, occupational status and family income, and where parents value education. They are also the environments where parents give their children's education priority in terms of facilitating them with learning materials, giving them enough time and space to read and revise, and where possible, getting involved in assisting them to learn (Hill, 2014; Mannathoko & Mangope, 2013; Emerson et al., 2012; Kimu, 2012; De Vos, 2001). The more educated the parents are and the more they value education, the higher is their involvement in encouraging their children's enjoyment of the right to education (Noel et al., 2013). In fact, educated parents encourage their children to do school work when their at home (National Center for Education Statistics, 2008).

The foregoing observations were made by scholars based on studies conducted outside Uganda. This raises the question of whether what they pointed out is also valid in Uganda, particularly in Mawokota County. Do the homes in which UPE pupils in Mawokota County have parents living together and are valuing education? Do these pupils' parents have stable occupations and incomes? Are their parents educated? Do the parents provide the pupils with learning aids at home? Do they get involved in assisting the pupils with homework? Do parents give their children enough time and space to read at home? Are the pupils' homes well-lit?

Generally, the preceding observations indicate that the level of children's enjoyment of their right to education is encouraged when the home environment is supportive to learning and it is discouraged when the home environment does not create conducive opportunities for children to learn either at home or at school. These observations were however, not made about the home environments of the pupils in UPE schools of Mawokota County. A question arising out of this scenario is how the nature of these pupils' home environments is and how this nature affects the pupils' level of enjoying their right to education.

2.5 Summary of Literature

The preceding literature indicates that different studies have been conducted about the level at which children enjoy their right to elementary education, UPE policy implementation and home environments. The literature indicates that children's level of enjoying this right can be established by investigating the nature of the following indicators: number of children enrolling in school, their regularity in school attendance, whether they are taught, the quality of teaching they receive, the quality of education they acquire, and their level of completing the primary school cycle. Literature indicates further that UPE policy implementation environment is manifested by and can be investigated examining the following indicators: government school funding, parents' support to schools, school inspection, and internal administration, teaching and class sizes.

Furthermore, literature shows that home environment can be investigated by examining the following indicators: parental personal involvement, nature of home learning space, time dedicated to home learning, and home library facilities. Some of the studies recognize that both UPE policy implementation and home environments affect pupils' learning, but they do not delve into this effect. Others explain the effect but do not cover it in the context of Mawokota County. They specifically do not analyse how the environments affect the level at which the pupils' enjoy their right to elementary education, especially in terms of enrolling in schools, school attendance, quality of education acquired, pupils' interest and completion of the primary school cycle in Mawokota County. This is why this study is needed to cover this case.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the methodology used to conduct this study. It presents research design, study population, sample and sampling techniques, data collection instruments, their validity and reliability testing techniques, and the methods used to analyse the data and present the findings. The chapter also presents the limitations of the study.

3.2 Research design

A case study design was adopted in this research as explained by Rybarova (2009). This design was used to facilitate the meeting of the study's objectives based on an in-depth

investigation of one county, that is, Mawokota County. Not only did the design facilitate the use of a mixed methods approach that involved collection and triangulation of firsthand qualitative and quantitative data (Amin, 2005) needed to analyse and explain the level at which UPE pupils in Mawokota County enjoyed their right to elementary education. The design also facilitated the collection of the data from different categories of stakeholders who participate in the implementation of the UPE policy in this county. It further facilitated the analysing of the effects of the independent variables (UPE policy implementation and home environments) on the dependent variable (level of enjoying the right to elementary education) (Al-Mahmood, 2011).

3.3 Area of study

The study was carried out in Mawokota county, Mpigi district. This county was selected because while most of the pupils in its UPE schools were performing poorly and therefore bringing the enjoyment of their right to elementary education into question, it had not received any scholarly attention to explain whether the underlying cause related to the UPE policy implementation and home environment associated with the county. At the time of the study, Mawokota County had seven sub counties. These were Buwama, Nkozi, Kituntu, Kiringente, Muduuma, Kammengo and Mpigi Town Council (Uganda Bureau of Statistics (UBOS), 2009). However, the study was conducted in two sub-counties, which included Buwama and Nkozi. These two sub counties were selected because they were more easily accessible to the researcher, had a higher concentration of UPE schools compared to others, and most of the children who went to the schools in these counties performed poorly. They were, therefore, ideal for a study that was intended to establish the level at which such children enjoyed their right to education. The two counties were statistically representative, since they consisted of 33%, which, according to Saunders, Lewis and Thornhill (2000), was above the 30% required to realise the necessary statistical representativeness.

3.4 Study population

The parent population of the study comprised not only all the pupils, teachers and school administrators (head teachers) in UPE schools but also other UPE policy implementers, who included the District Inspector of primary schools, sub-county Education Officers, and parents in Mawokota County. Mpigi Education Report (2013) indicated that this county had 87 UPE schools. This implies that there were 87 head teachers who were involved in the implementation of the UPE policy in form of conducting school administration. The same source indicated that there were 444 teachers who implemented the UPE policy by teaching and that there were 998 pupils who participated in the implementation of this policy as learners in primary seven.

Since the study was carried out in 33% of the sub-counties, the target or accessible head teacher population was $87 \times 33\% = 29$. The accessible population of teachers was $444 \times 33\% = 147$ and that of pupils was $998 \times 33\% = 329$. There were 2,495 households in Mawokota (Uganda Bureau of Statistics, 2009). Therefore, there were 2495 heads of households and 33% of these were 823. In addition, there was one District Inspector and two sub-county Education Officers in charge of primary schools in the two targeted sub-counties. Therefore, the size of the target population was 29 head teachers + 147 teachers + 329 pupils + 823 parents + 2 sub-county Education Officers + 1 District Inspector of schools, which was equal to 1331 potential respondents. These respondents were targeted to provide data that were needed about UPE policy implementation at their respective levels.

In particular, the District Inspector and sub-county Education Officers were targeted to provide data on the nature of the variables of the study as they defined all UPE schools in the targeted sub-counties. The head teachers were targeted to provide data on all variables, but with particular emphasis on the nature of UPE policy implementation environment from internal school

administration perspective. The teachers were included in the target population to provide the data on all the variables, but more importantly, on the UPE policy implementation in terms of teacher management and the quality of teaching that went on in UPE schools. The pupils were included in the population to provide data on how they were taught at school and also on the nature of their home environment. The parents were included in the target population to provide data on the nature of support they gave to their children's schools and also on the nature of the home environment they created for their children in UPE schools.

3.5 Sampling Procedures

The sample of the study was made up of two categories of respondents. The respondents to select for qualitative data included parents, District Inspector, sub-county Education Officers, and head teachers. Respondents for quantitative data were teachers and pupils.

3.5.1 Sample Size for Qualitative Data

According to Amin (2005) and Creswell (2003), qualitative data does not require statistical representativeness of the target population. Thus, the sample for qualitative data consisted of 20 respondents, and these included one (1) District Inspector of primary schools, one (1) of the two sub-county Education Officers, 10 parents, and eight (8) head teachers.

3.5.2 Sample Size for Quantitative Data

According to Amin (2005), statistical representativeness is necessary when selecting respondents from whom quantitative data is collected. Saunders, Lewis and Thornhill (2000) observed that a sample is statistically representative if it is at least 30% the target population. Using this criterion, the expected sample for quantitative data collection was 143 respondents, that is, 30%

×476 (147 teachers + 329 pupils). This size was proportionately distributed as shown in Table 3.1.

Table 3.1: Expected Sample Size Distribution

Category of Respondents	Parent population size	Target Population size	Sample size	Sampling method
District inspector of schools	1	1	1	Purposive
Sub-county education officers	2	2	1	Purposive
Parents	2495	823	10	Purposive
Head teachers	87	29	8	Purposive
Teachers	444	147	43	Simple random
Primary seven pupils	998	329	100	Simple random
Total	4027	1331	163	

As shown in Table 3.1, respondents were selected using stratified, purposive and simple random sampling as explained by Strydom and Venter (2002). Their selection was preceded by the selection of sub counties using judgemental sampling as described by Ruane (2004). Since two sub counties were targeted to participate in the study, judgment was exercised to select only those where the concentration of UPE schools was relatively high and where, therefore, respondents were easy to access. Following this criterion, the selected sub counties included Buwama and Nkozi.

After selecting the sub counties, simple random sampling was used to select the schools. A list of all UPE schools located in each of the two selected sub counties was compiled and used as a sampling frame. The names of all the schools that appeared on the list were written on pieces of paper and collected in a jug and shuffled. A piece of paper was then picked from the jug without replacement. A school whose name appeared on the picked piece of paper was selected to participate in the study. This process was repeated until all the eight schools were selected.

After the selection of schools, stratified sampling was used to divide the schools' population into homogenous categories, which included head teachers, teachers, and primary seven pupils. The head teachers were selected purposively, since they were part of the sample for

qualitative data. Since the teachers and pupils were each homogeneous, they were selected using simple random sampling (May, 2011). Two sets of similar random numbers were used in each case. One set was allocated to the potential respondent teachers and pupils to act their identifiers. Random numbers were used because it was not easy to know the names of these respondents prior to their selection. Using the other set of random numbers, one number was selected from it at random and without replacement. The respondent whose assigned random number was similar to the picked number was selected to participate in the study. The selection of the District Inspector and sub-county Education Officer was carried out using purposive sampling, since these two were part of the sample for qualitative data collection. Parents were selected using snowball sampling. As explained by Cresswell (2003), this sampling technique was applied by using some of the selected pupils to help the researcher identify their parents.

3.6 Data Collection Methods and Instruments

The following were the research instruments used in the study:

3.6.1 Self-Administered Questionnaires

Two sets of self-administered semi-questionnaires were designed according to the research questions and objectives of the study and administered to teachers and pupils, respectively (See Appendices IV and V). This type of questionnaire was appropriate because all targeted respondents were literate enough to read and answer. Indeed, teachers and primary seven pupils were expected to be in a position to read and write. In addition, semi-structured questionnaires could accommodate both close-ended and open-ended questions (May, 2011), and were, therefore, able to collect the needed qualitative and quantitative data.

3.6.2 Interviews

Interview schedules were designed according to the main objectives of the study and administered head teachers, District Inspector of schools and the sub-county Education Officer (See Appendices I, II and III). An interview schedule was used because its flexibility permitted collection of data by allowing the respondents to fill in it by themselves or to answer the questions orally, depending on their preference (Amin, 2005). An interview guide was designed and used to collect data from the selected parents. An interview guide was used because its flexibility allowed translation of questions while retaining their original meaning. It, therefore, helped to translate the questions to some parents who were not in a position to understand the questions in English. Effort was made to translate the questions without altering their original meaning.

3.6.3 Documents

Documents were consulted to collect secondary data about the enrolment, dropout or completion rates, and other rates that were relevant to corroborate primary data.

3.7 Data Control Methods

3.7.1 Validity

The validity of the designed questionnaires and interview schedule was tested using the content validity test. This involved the researcher identifying two people knowledgeable about the theme of the study (one of these experts was the supervisor). These persons were asked to assess the items in the instruments by rating each of them as either relevant (R) or irrelevant (IR). Using the ratings, a Content Validity Index (CVI) was computed for each instrument using the formula adapted from Amin (2005) as follows:

$$CVI = R/(R + IR)$$

Where: CVI was the Content Validity index, R the total of relevant items, and IR the total of irrelevant items. The computed CVIs are shown in Table 3.2.

Table 3.2 Validity Indices of Research Instruments Used to Collect Data

Instrument	CVI
District Inspector’s and Sub-County Education Officer’s Interview Schedule	0.826
Parents’ Interview Guide	0.800
Interview Schedule For Head Teachers	0.893
Teachers’ Questionnaire	0.947
Pupils’ Questionnaire	0.974

For Detailed computations, see Appendix VI

Table 3.2 indicates that the Content Validity index (CVI) of each research instrument was greater than 0.7. According to Amin (2005), these CVIs indicate that the research instruments contained highly valid items.

3.7.2 Reliability

The reliability of the two designed questionnaires was established after conducting a pilot study involving 10 respondents per instrument. The filled in data was entered in the SPSS program, which was used to compute reliability using the Cronbach Alpha method of internal consistent. The computed coefficients are summarised in Table 3.3.

Table 3.3 Reliability coefficients (Alpha) of the questionnaires

Instrument	Alpha
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Teachers' Questionnaire	0.933
Pupils' Questionnaire	0.945

For Detailed computations, see Appendix VII & VIII

Table 3.3 indicates that the Alpha of each questionnaire was greater than 0.7, implying that the questionnaires contained highly reliable items.

3.8 Data Management, Processing and Analysis

Data were analysed using qualitative and quantitative techniques as explained in the following sub-sections:

3.8.1 Qualitative Data Analysis

All data to be collected in form of open-ended interview and questionnaire was first of all recorded in a notebook in form of field notes. The data was then sorted out, according to the research questions of the study. The data was then categorized into emerging themes using the interpretative technique of content analysis as discussed by May (2011). The themes were developed according to the meanings construed from the given responses.

3.8.2 Quantitative data analysis

All the themes developed from qualitative data and the data collected in form of close-ended questionnaire responses were coded using 1, 2, 3, up to n, where n was the code for the theme developed last. Close-ended data was also coded according to the Likert scales used by the respondents to answer the questions. Using the codes, all data were entered into the SPSS program according to how respondents had answered. After entering all the data, it was screened to detect and eliminate errors, and to ensure that the responses given by respondents were the very ones entered. After data screening, the descriptive method was used to generate percentage frequencies,

means, and standard deviations needed to explain the variables of the study as perceived by respondents. Following the study's conceptual framework, the effects of the UPE policy implementation environment and home environment on the level at which pupils attain their right to elementary education were established using multivariate regression analysis as explained by Kothari (2005). This analysis was carried out after identifying the significant measures of these variables using factor analysis as explained by Field (2005). The significance of the effects was established at the .05 level of significance.

3.9 Ethical Consideration

A number of ethical issues tend to be considered during data collection. As Booth, Colomb and Williams (2008) observed, these issues include: seeking authorized access to data sources, putting disclosure or confidentiality into account and, paying attention to respondents' informed consent and acceptance to participate in a study. All these ethical issues were put into consideration. The researcher secured an introductory letter from the supervisor. The letter was obtained for the purpose of facilitating the researcher's self-introduction to the respondent District Inspector, sub-county Education Officer, head teachers, and to ask the head teachers to grant her permission to access teachers and pupils of the selected schools. The researcher also made an effort to seek respondents' informed consent, willingness and cooperation to participate in the study. This was carried out by explaining to the respondents the purpose and benefits of the study. The researcher assured all the respondents of the confidentiality of the collected data. The respondents' names were not required for the purpose of boosting the promised confidentiality.

3.10 Limitations of the Study

The study was limited by time, since the researcher was a working student. Effort was however, made to seek a leave off work so as to give priority to the study and accomplish it before getting deregistered. Another constraint was funding. The study needed money to facilitate the production (typing, printing and photocopying) of the research instruments, thesis and data collection expenses. However, effort was made to minimize this constraint by mobilizing the necessary funding from the researcher's salary and well-wishers. The study relied on perceptions of respondents and not factual data. This means that it relied more on the subjective data and was, therefore, limited in the objective sense. This limitation was however, minimized by requesting respondents to be as honest and authentic in their responses as possible.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter focuses on presentation, analysis and discussion of the findings. After describing the sample from which the data were collected, the chapter is organized according to the research questions, which were derived from the research objectives of the study.

4.2 Sample description

Findings presented in this section were those describing the sample in terms of response rate and the attributes that were considered relevant for the study. Depending on the category of respondents, these attributes included sex, age, academic qualifications, and designation, period in years spent in the designation, teaching experience, Sub-county, number of children of primary school going age, and number of children in UPE schools. As far as the response rate was concerned, the findings are shown in Table 4.1.

Table 4.1: Response rate

Respondents	Sample size		Response rate =
	Expected	Actual	$(\text{Expected} \div \text{Actual}) \times 100\%$
District inspector of schools	1	1	100.0
Sub-county Education Officers	1	1	100.0
Parents	10	10	100.0
Head teachers	8	6	75.0
Teachers	43	40	93.0
Pupils	100	100	100.0
Total	163	157	96.3

The findings in Table 4.1 indicate that the number of District Inspector of schools, the sub-county Education Officer, parents and pupils was realised as expected, giving a response rate of 100%. Out of the eight expected head teachers, six responded giving a response rate of 75%. Similarly, teachers responded at close to 93%. Consequently, out of the 163 expected respondents, 157 participated giving an overall response rate of over 96%. This response rate indicates that the expected sample size was largely realized. In terms of sex, descriptive analysis generated the distribution of the sample as shown in Table 4.2.

Table 4.2: Sample Distribution by Sex

Respondents	Sex					
	Male		Female		Total	
	Count	%	Count	%	Count	%
District inspector of schools	1	100.0	0	0.0	1	100.0
Sub-county Education Officers	0	0.0	1	100.0	1	100.0
Parents	4	40.0	6	60.0	10	100.0
Head teachers	4	66.7	2	33.3	6	100.0
Teachers	25	62.5	15	37.5	40	100.0
Pupils	46	46.0	53	53.0	100	100.0
Total	80	51.0	77	49.0	157	100.0

Table 4.2 indicates that while male respondents were 51%, their female counterparts were 49% of the sample. These percentages indicate that male respondents edged over female respondents by a small proportion, which can be ignored. Hence, the sample was almost balanced in terms of gender. There was, therefore, no major bias in the findings resulting from numerical

gender difference in the sample. As far as sub counties were concerned, the selected parents were distributed as shown in Figure 4.1.

Figure 4.1: Percentage distribution of parents by sub county (N = 10)

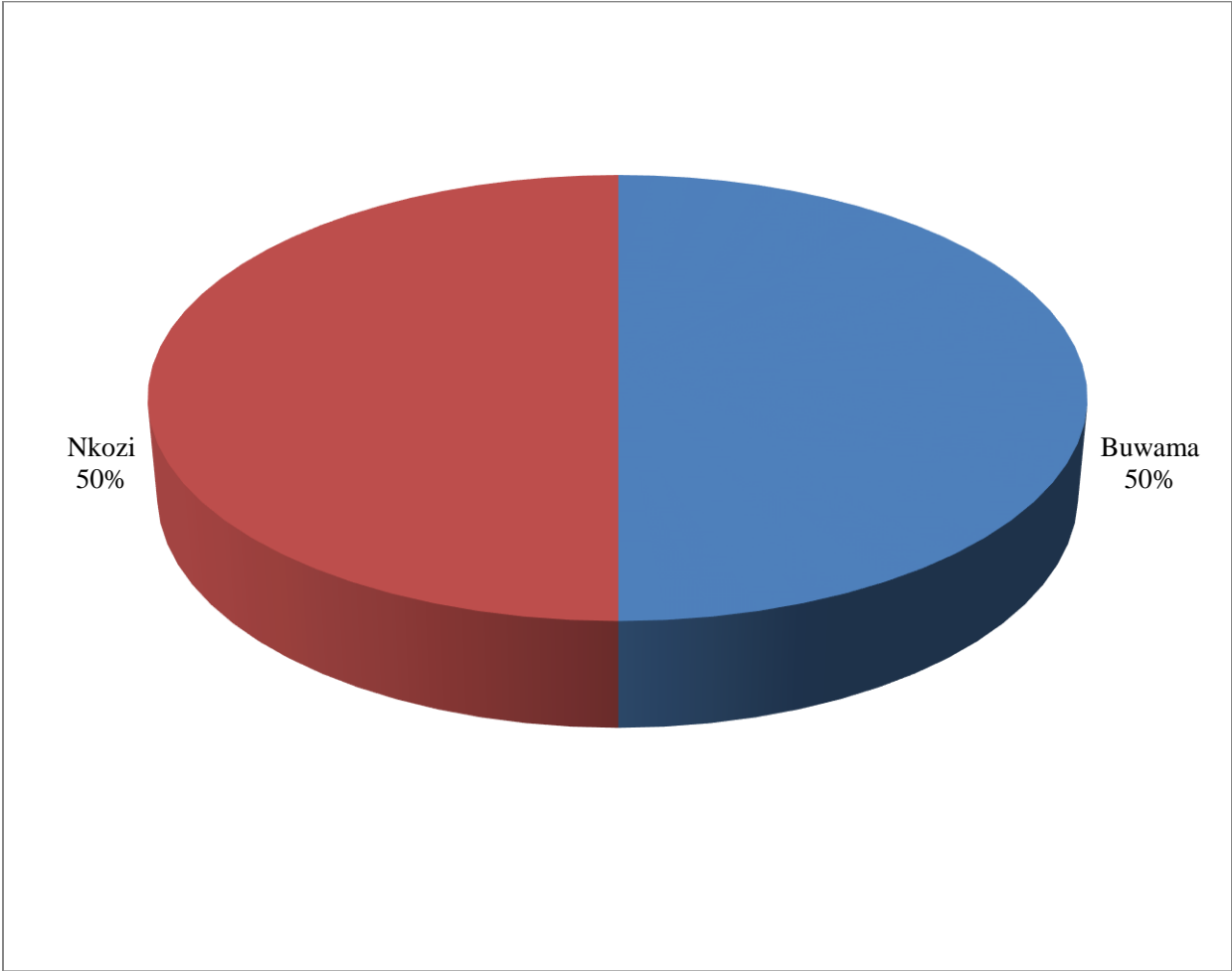


Figure 4.1 indicates that equal proportions of parents (50%) were selected from each sub county. Therefore, the number of parents who participated in the study was balanced across the selected sub counties. Regarding the number of children of school going age that these respondents had and the number of the children they had in UPE schools, the findings are presented in Table 4.3.

Table 4.3: Percentage distribution of parents by number of their children (N = 10)

No. of school going children per parent	Number of children parents have in UPE schools				Total
	1-3	4-6	7-10	11+	
1-3	10.0	0.0	0.0	0.0	10.0
4-6	0.0	60.0	0.0	0.0	60.0
7-10	0.0	0.0	10.0	10.0	20.0
11+	0.0	0.0	0.0	10.0	10.0
Total	10.0	60.0	10.0	20.0	100.0

The analysis of the findings in Table 4.3 indicates that the majority of the parents (60%) had between four and six (4-6) children of school going age and all these children were in UPE schools. A more holistic analysis reveals that almost all the parents had their children of school going age in UPE schools. The exception was only the 10% that had over eleven children of school going age with seven to ten of the children going to UPE schools. Therefore, all the selected parents were in a position to provide required data from an informed point of view. Turning to the respondent District and sub county Inspectors, head teachers and teachers, findings obtained with respect to their academic qualifications are shown in Table 4.4.

Table 4.4: Distribution of non-pupil respondents by academic qualifications

Respondents	Academic qualifications				Total
	Grade III	Diploma	Degree	Masters	
District Inspector (n = 1)	0.0	0.0	0.0	100.0	100.0
Sub county Education Officer (n = 1)	0.0	0.0	100.0	0.0	100.0
Head teacher (n = 6)	0.0	0.0	100.0	0.0	100.0
Teacher (n = 40)	12.5	62.5	25.0	0.0	100.0
Total (N = 48)	10.4	52.1	35.4	2.1	100.0

The findings in Table 4.4 indicate that the least qualified respondents were Grade III teachers and these constituted only 10.4% of the selected respondents. This reveals that 89.6% of the respondents were qualified with at least a diploma. These findings suggest that the majority of the selected teachers, head teachers, education officers and inspectors were qualified enough to read, discern the meaning of the questions and respond accordingly. Therefore, the data collected from the respondents reflect exactly what the questions required of them, and can therefore, be considered dependable. The dependability of the respondents to provide reliable data was further investigated by asking them about the period they had spent in their respective designations. Descriptive analysis of the responses led to results presented in Table 4.5.

Table 4.5: Distribution of non-pupil respondents by period spent in designation

Respondents	Period in years spent in designation				Total
	Less than 1	1-3	4-5	Above 5	
District Inspector (n = 1)	0.0	0.0	0.0	100.0	100.0
Sub county Education Officer (n = 1)	0.0	0.0	100.0	0.0	100.0
Head teacher (n = 6)	0.0	0.0	33.3	66.7	100.0
Teacher (n = 40)	12.5	25.0	25.0	37.5	100.0
Total (N = 48)	10.4	20.8	25.0	43.8	100.0

Table 4.5 indicates that only 10.4% of the respondents had spent less than one year in their respective designations. This reveals that 89.6% of the respondents had spent at least one year with the largest proportion (43.8%) having spent above five years in their designations. A period of at least one year is enough for any normal employee to become acquainted with their jobs. Therefore, most of the respondents provided the data required of them from a point of adequate acquaintance. To further establish how acquainted the selected head teachers and teachers were so as to provide

reliable data, they were asked to indicate their teaching experience. Descriptive analysis of the responses led to results summarised in Table 4.6.

Table 4.6: Distribution of head teachers and teachers by teaching experience

Respondents	Teaching experience in years				Total
	Below 1	1-5	5.1-10	Above 10	
Head teacher (n = 6)	0.0	0.0	33.3	66.7	100.0
Teacher (n = 40)	12.5	25.0	25.0	37.5	100.0
Total (N = 46)	10.9	21.7	26.1	41.3	100.0

From Table 4.6, respondents who had a teaching experience of less than one year were only 10.9%. This suggests that 89.1% of the respondents had a teaching experience of at least one year. A teaching experience of at least one year is enough for a teacher to be acquainted with the administration and quality of instruction provided to pupils. Therefore, most of the respondent head teachers and teachers were in a position to provide reliable data as far as the administration and quality that characterised the UPE policy implementation environment in their schools was concerned. This was further investigated by asking these respondents to indicate the period they had spent in their respective schools. Descriptive analysis of the responses led to findings in Table 4.7.

Table 4.7: Distribution of head teachers and teachers by period spent in schools

Respondents	Period in years spent in designation				Total
	Less than 1	1-3	4-5	Above 5	
Head teacher (n = 6)	0.0	0.0	16.7	83.3	100.0
Teacher (n = 40)	10.0	15.0	37.5	37.5	100.0
Total (N = 46)	8.7	13.0	34.8	43.5	100.0

Table 4.5 indicates that only 8.7% of the respondents had spent less than one year in their

respective schools. This reveals that 91.3% of the respondents had spent at least one year with the largest proportion (43.5%) having spent above five years in their respective schools. A period of at least one year is enough for any normal employee to become acquainted with what is taking place in the organisation. Therefore, most of the selected head teachers and teachers were in a position to provide data about the nature of the UPE policy implementation environment that characterised their schools from an adequately informed point of view. Respondents were further asked about their marital status in order to determine whether they were in a position to provide data about the nature of home environment that characterised the homes of UPE pupils. Findings obtained from descriptive analysis of their responses are shown in Table 4.8.

Table 4.8: Non-pupil respondents by marital status

Respondents	Marital status				Total
	Single	Married	Widowed	Separated	
District Inspector of schools (n = 1)	0.0	100.0	0.0	0.0	100.0
Sub-county Education Officers (n = 1)	0.0	100.0	0.0	0.0	100.0
Parents (n = 10)	0.0	60.0	20.0	20.0	100.0
Head teachers (n = 6)	0.0	100.0	0.0	0.0	100.0
Teachers (n = 40)	25.0	50.0	12.5	12.5	100.0
Total (N = 58)	17.2	58.6	12.1	12.1	100.0

The findings in Table 4.8 indicate that the different forms of marital status were represented in the study, with married respondents being the majority (58.6%), followed by singles (17.2%), and then by the widowed and separated who constituted 12.1% each. These findings suggest that the collected data covered views regarding how the different marital status of the parents affected

the pupils' home learning environment.

Generally, findings indicate that the selected sample had the attributes that made it appropriate for providing dependable data. The following sections present the findings obtained from the analysis of this data. The findings are presented following the objectives of the study.

4.3 Objective One

The first objective of the study was to establish the level at which pupils in UPE schools of Mawokota County enjoyed their right to elementary education. This objective was met by answering the research question formulated out of it. This involved asking the selected respondents to indicate the degree to which how each of the measures of this right was enjoyed by the pupils in this county. Following the conceptual framework in Section 1.10 of Chapter One, the administered items were those that measured this level in terms of: pupils getting enrolled in school, their regularity in school attendance, punctuality for school activities, their being taught, the quality of teaching they got and of education they acquired, and their completion rate.

In particular, the selected pupils were asked to use the strongly disagree (SD = 1), through disagree (D = 2), not sure (NS = 3) and agree (A = 4) to strongly agree (SA = 5) response scale to describe the level at which the indicators of this right were each enjoyed. Descriptive findings obtained from their responses are shown in Table 4.9.

Table 4.9: Pupils’ description of level of their enjoyment of the right to elementary education in Mawokota County

Indicators of enjoying the right	% Respondents per Description of enjoyment level (N = 100)					Mean	Std.
	SD	D	NS	A	SA		
I don't know of a child of school age, but does not go to school	9.0	15.0	20.0	46.0	10.0	3.59	.155
I don't know of a child who started with me but dropped out	8.0	12.0	20.0	30.0	30.0	4.11	.650
I don't know of a classmate who is absent most of the time	5.0	18.0	17.0	50.0	10.0	3.97	.345
I do not know of a classmate who comes late most of the time	5.0	25.0	30.0	35.0	5.0	3.99	.987
Teachers ask us questions during classroom lessons	9.0	30.0	30.0	10.0	21.0	3.55	.888
All our teachers encourage us to contribute ideas	9.0	12.0	23.0	46.0	10.0	4.13	.765
Teachers clarify ideas pupils contribute during ongoing lessons	7.0	19.0	27.0	37.0	10.0	4.23	.666
All our teachers give us classroom exercises	5.0	20.0	20.0	40.0	15.0	4.03	.432
All our teachers give us homework	0.0	10.0	22.0	40.0	28.0	3.57	.643
All our teachers give us tests	0.0	0.0	0.0	91.0	9.0	4.45	.444
All our teachers mark the classroom work given to us	9.0	45.0	10.0	30.0	6.0	2.33	.765
All our teachers mark the homework given to us	30.0	30.0	8.0	16.0	16.0	2.46	.337
All our teachers mark the tests given to us	0.0	3.0	27.0	50.0	20.0	4.39	.222
Teachers give corrections of the classroom work given to us	20.0	20.0	0.0	30.0	30.0	4.01	.099
All our teachers give corrections of the homework given to us	0.0	30.0	10.0	40.0	20.0	4.22	.043
All our teachers give corrections of the tests given to us	9.0	20.0	11.0	50.0	10.0	3.87	.455
I can write words in my local language very well.	0.0	35.0	50.0	15.0	0.0	3.04	.311
I can write words in English very well	30.0	13.0	7.0	40.0	10.0	3.61	.210
My handwriting is as good as I want it to be	5.0	5.0	30.0	50.0	10.0	3.88	.564
I can read a story in my local language very well	0.0	10.0	30.0	40.0	10.0	3.09	.111
I can read all the words I am asked to read by my teachers	20.0	20.0	10.0	50.0	10.0	4.05	.823
I can read a story in English very well	10.0	10.0	40.0	30.0	10.0	3.35	.777
I can write a letter when I am asked to	30.0	10.0	20.0	40.0	00.0	3.39	.864
I can read and understand signposts	8.0	20.0	22.0	30.0	20.0	3.74	.633
I can easily write figures in words.	3.0	10.0	18.0	30.0	39.0	4.32	.511
I can easily read any combination of figures up to one million	30.0	23.0	6.0	33.0	8.0	3.47	.672
I can count all the figures when I am asked by my teachers	5.0	13.0	26.0	40.0	16.0	3.81	.557
I can tell the correct balance after buying items from the shops	8.0	12.0	20.0	30.0	30.0	3.73	.611
I can correctly subtract numbers given by teachers	25.0	25.0	23.0	20.0	7.0	3.39	.987
I can correctly add numbers given by teachers	9.0	30.0	30.0	10.0	21.0	2.95	.888
I can correctly multiply numbers given by teachers	19.0	12.0	23.0	30.0	16.0	3.03	.765
I can correctly divide numbers given by teachers	17.0	10.0	27.0	27.0	19.0	3.13	.666
I always wash hands before taking a meal	8.0	20.0	22.0	30.0	20.0	3.54	.633
I always wash my hands after using the toilet	13.0	10.0	18.0	30.0	29.0	3.42	.511
I clean our toilet at home and at school willingly	0.0	23.0	6.0	33.0	38.0	3.97	.672
I drink boiled water	0.0	10.0	10.0	50.0	30.0	3.50	.864
I know the importance of immunization	8.0	20.0	22.0	30.0	20.0	3.44	.633
I know how to prevent malaria	3.0	10.0	18.0	30.0	39.0	3.62	.511

I know the importance of living in clean environment	9.0	12.0	48.0	10.0	30.0	3.17	.498
I know how to avoid sexually transmitted diseases	6.0	33.0	30.0	12.0	19.0	3.04	.555
I respect all people who are fit to be parents	0.0	20.0	10.0	50.0	20.0	3.66	.642
I respect my parents	0.0	0.0	0.0	92.0	8.0	4.46	.422
I respect all my teachers	0.0	0.0	0.0	96.0	4.0	4.33	.654
Overall average description	9.0	17.0	20.0	38.0	16.0	3.74	.568

From the overall description in Table 4.9, respondents who strongly disagreed (9%) and disagreed (17%) were construed to imply that the pupils did not enjoy their right to elementary education. Respondents who were not sure (20%) were considered to be uncertain about the level at which the pupils enjoyed this right. Respondents who agreed (38%) were interpreted to indicate that pupils enjoyed their right at a low level, and those who strongly agreed (16%) were construed to imply that the right was enjoyed at a high level. Based on this interpretation, Table 4.9 shows that most of the respondents (54% = 38% + 16%) indicated that children in Mawokota County enjoyed the right to elementary education. However, the level of enjoying the right varied in such a way that it was described as low on average. Indeed, the mean value corresponding to the overall description was 3.74 and was close to ‘4’ the code for ‘agree’ which was construed to indicate a low level of enjoying the right. Moreover, the standard deviation (Std. = .588) was numerically small, suggesting that there was low dispersion in pupils’ description of this level. In other words, the manner in which the individual pupils described the level at which they enjoyed the right to education did not differ much from the average description. As illustrations, the level at which pupils enjoyed their right to elementary education was low in the respect of teachers asking them questions during classroom lessons (mean = 3.55, Std. = .888), encouraging them to contribute ideas (mean = 4.13, Std. = .765) and clarifying these ideas (mean = 4.23, Std. = .666). Being low suggests that teachers did not apply these teaching techniques during on-going classroom lessons in a satisfactory manner.

Notwithstanding the overall average description, some mean values were close to ‘2’, the code for ‘disagree’, which reveals that pupils did not enjoy the right to elementary education in

respect of some indicators. Specifically, Table 4.9 indicates that these indicators included teachers' marking of classroom work (mean = 2.33, Std. = .765) and homework (mean = 2.46, Std. = .337) given to pupils. The analysis of the mean values reveals further that some were close to '3', implying that respondents were, on average, not sure whether pupils enjoyed this right in terms of such indicators as being able to properly write words in the local language and English, read stories in the local language and in English, write a letter, and read figures up to 1 million. The same values indicate that there was uncertainty about pupils' enjoyment of this right in the respect of subtracting, adding, multiplying, and dividing numbers given by teachers. Respondents were also not sure whether pupils enjoyed the right in terms of washing hands after using the toilet, and knowing the importance of immunisation, living in a clean environment and knowing how to avoid sexually transmitted diseases. Generally, pupils showed that the right to elementary education was enjoyed at a low level, but not all its indicators were enjoyed, and there were indicators whose level of enjoyment was uncertain. Specifically, pupils did not enjoy this right in terms of teachers' marking of classroom and homework, and were uncertain about the level at which they enjoyed it in terms of acquiring literacy, numeracy, and basic health skills.

To understand more about this level, teachers were also asked to use the same scale of responses to describe it. Descriptive analysis of their descriptions led to findings in Table 4.10.

Table 4.10: Teachers’ description of the level of pupils’ enjoyment of the right to elementary education in Mawokota County

Indicators of enjoying the right	% Respondents per Description of enjoyment Level (N = 40)					Mean	Std.
	SD	D	NS	A	SA		
I teach all the lessons assigned to me	0.0	20.0	0.0	60.0	20.0	4.39	.175
I give pupils testing exercises during classroom lessons	0.0	10.0	10.0	60.0	20.0	4.21	.185
I mark all exercises given to pupils during classroom lessons	10.0	40.0	0.0	40.0	10.0	3.33	.197
I give corrections to all classroom exercises given to pupils	10.0	20.0	0.0	60.0	10.0	4.39	.678
I give homework to pupils	0.0	10.0	0.0	80.0	10.0	4.56	.143
I mark the homework given to pupils	10.0	50.0	0.0	30.0	10.0	2.43	.887
I give tests to pupils during the term	0.0	10.0	10.0	70.0	10.0	4.45	.455
I mark the tests given to pupils during the term	10.0	50.0	0.0	30.0	10.0	2.36	.367
I give corrections to the tests given to pupils during the term	10.0	20.0	0.0	60.0	10.0	4.44	.709
Subject matter I teach pupils equips them with knowledge and skills they need to fit relevantly in their communities	0.0	40.0	10.0	30.0	20.0	3.39	.679
I don’t know of any child of school going age who doesn’t go to school	0.0	50.0	10.0	10.0	30.0	2.43	.559
I don’t know of any child who enrolled in the school but dropped out before completing primary seven	0.0	60.0	0.0	10.0	30.0	2.35	.457
I don’t know of any child who is absent from school most of the time	10.0	60.0	0.0	20.0	10.0	2.43	.987
I don’t know of any child who comes to school late most of the time	10.0	60.0	10.0	10.0	10.0	2.39	.501
Your primary seven pupils can write as well as expected	10.0	30.0	0.0	40.0	20.0	3.86	.651
Your primary seven pupils can read all the words they are expected to know in all the languages of instruction	5.0	20.0	12.5	40.0	20.0	3.99	.733
Your primary seven pupils can count as expected	10.0	37.5	0.0	40.0	12.5	3.97	.876
Your primary seven pupils get all the sums they are expected to know correctly	0.0	30.0	10.0	40.0	20.0	3.78	.519
Your primary seven pupils get all the multiplications they are expected to know correctly	0.0	12.5	17.5	40.0	30.0	3.85	.576
Your primary seven pupils can get all subtractions they are expected to know correctly	0.0	40.0	10.0	40.0	10.0	3.77	.664
Your primary seven pupils can divide numbers and get the expected answers correctly	0.0	32.5	12.5	32.5	22.5	3.89	.731
Overall average description	4.5	33.5	5.5	40.0	16.5	3.56	.558

Using the same interpretation applied to the findings obtained from pupils and presented in Table 4.9, the findings in Table 4.10 indicate that while 38% (4.5% + 33.5%) of the teachers

disagreed, thereby showing that pupils did not enjoy their right to elementary education, 56.5% (40% + 16.5%) agreed, thereby revealing the opposite. Those who were not sure were 5.5%. These findings indicate that most of the teachers showed that the children in Mawokota County enjoyed the right to elementary education. The mean value corresponding to the overall average description in Table 4.9 (mean = 3.56, Std. = .558) was close to '4', implying that teachers agreed to all the descriptors of this level on average. This implies that teachers felt that the level at which the pupils enjoyed their right to education was low on average. As illustrations, most teachers showed that they taught all the lessons assigned to them but at a low level (mean = 4.39, Std. = .175). This low level suggests that the teachers did not teach all the lessons assigned to them. This was clearly revealed by the head teachers.

Indeed, asked whether the teachers in their schools taught all the lessons allocated to them, all the head teachers (100%) responded negatively, implying that the teachers did not teach all the assigned lessons. The findings in Table 4.10 indicate further that most of the teachers gave pupils testing exercises during classroom lessons, but again at a low level (mean = 4.21, Std. = .185). This low level suggests that teachers did not give testing exercises to their pupils as expected. The same interpretation applies to all other indicators to which teachers agreed, and it suggests that as far as each of these indicators was concerned, the level at which pupils enjoyed their right to education was generally below expectation. This was confirmed by the head teachers when they were asked to comment on how the teachers involved pupils in the on-going classroom lessons. One of the head teachers had this to say:

The teachers try their best but because the class sizes are extremely large, having over 100 pupils per class, no teacher has the capacity to involve all this number of children in the on-going lessons as satisfactorily as professionally expected.

Asked to comment on how teachers in their schools evaluated pupils in terms of classroom exercises, homework and tests, one of the head teachers responded as follows:

Well, the situation is way beyond what teachers can do using their professional and personal ability. Pupils are very many per class. If a teacher chooses to evaluate all pupils as professionally as expected, that will be the only activity he/she will do the whole day, if even not more than a day... Teachers try to evaluate the pupils, but the involved workload is too heavy for them to do it in a professionally efficient and effective manner.

The preceding findings indicate that as a result of excessive class sizes, teachers conducted their teaching roles below expectation. The findings obtained from the head teachers further revealed that the teachers were also not committed at work. This was revealed when the head teachers were asked to indicate whether teachers in their schools were committed to their work. One of them had this to say:

No. No. Not at all... Almost all the teachers are not committed. They do what they can but as a matter of formality. They are not committed at all because of being overstretched while being underpaid and in a delayed manner.

The findings above indicate that teachers in Mawokota County taught in an uncommitted and sub-optimal manner. This suggests that as far as the quality of teaching was concerned, pupils enjoyed their right through education at a low level.

It should be noted that although the findings from head teachers and the teachers' overall average description allude to a low level of pupils' enjoyment of their right through education, the mean values corresponding to the specific indicators in Table 4.10 show that teachers disagreed to marking classroom and homework given to pupils, thereby expressing a view similar to that which was revealed by the pupils as per the findings in Table 4.9. Most of the teachers also disagreed that they did not know of any child of school going age who did not go to school (mean = 2.43, Std. = .559). They further disagreed that they did not know of any child who had enrolled in school but dropped out before completing primary seven (mean = 2.35, Std. = .457), that they did not know

of any child who was absent from school most of the time (mean = 2.43, Std. = .987). Most teachers also disagreed that they did not know of any child who came to school late most of the time (mean = 2.39, Std. = .501). Disagreeing to each of these negatively stated indicators suggests not only that Mawokota County had children of school going age who were not going to school. It also reveals that the county had children who were late or absent from school most of the time, and that the county had children who had dropped out of school before completing primary seven. This was further corroborated by the selected head teachers, the District Inspector of schools and the sub county Education Officer.

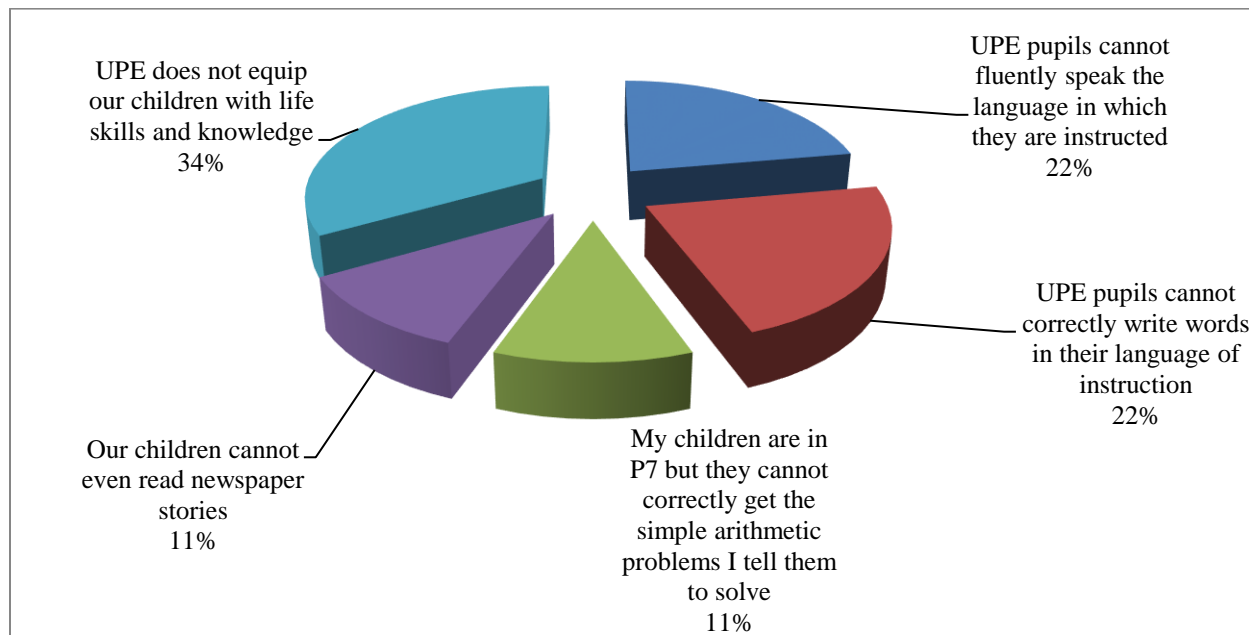
When the selected District Inspector and sub county Education Officer were asked whether UPE had enrolled all the children who were of school going age and lived in their jurisdictions or not, both of them answered negatively. This implies that UPE had not enabled all the children of school going age in Mawokota County to enrol in school. Asked to comment on the rate at which children in UPE schools located in their respective jurisdictions dropped out of school, the District Inspector replied by indicating that the dropout rate was about 20% in Mawokota County. The sub county Education Officer responded by putting this rate at about 15%, and explained the causes as parents' negligence, rising child abuse and child labour. As a way of reconciling these rates, it is observed that the dropout rate in one of the sub counties was just lower than the overall dropout rate of the entire Mawokota County. Even all the head teachers (100%) answered affirmatively when they were asked whether their schools had pupils who dropped out before reaching primary seven. This dropout and other indicators whose level of enjoyment was low reveal that none of the victim children enjoyed their right through elementary education fully.

The mean values in Table 4.10 indicate further that teachers were on average uncertain about whether the subject matter they taught equipped pupils with the knowledge and skills that

the pupils needed to fit relevantly in their communities (mean = 3.39, Std. = .679). This uncertainty, together with that which pupils had expressed about this and other indicators of the level at which they enjoyed their right to elementary education (Table 4.9), was however cleared by the head teachers when they were asked whether the implemented syllabus equipped pupils with relevant health knowledge, numeracy skills, literacy skills, and life skills. On average, 10% of the head teachers answered affirmatively while 90% responded negatively. Therefore, majority of the head teachers showed that the implemented syllabus did not equip pupils with relevant, health knowledge, numeracy skills, literacy skills, and life skills. The findings obtained from the parents who participated in the study substantiated these findings further.

When the parents were asked to indicate whether their children benefited from UPE as expected or not, 20% of them replied positively while 80% replied negatively. Therefore, most parents felt that their children did not benefit from this education. This suggests that as far as acquiring the basic practical knowledge and skills was concerned, pupils in Mawokota County did not enjoy their right to elementary education as expected by their parents. When they were asked to authenticate their view, thematic and descriptive analysis of the responses given by those who responded negatively led to findings showed in Figure 2.

Figure 4.2: Percentage distribution of parents by views against benefits from UPE (N = 8)



The parents' views in Figure 2 indicate that UPE had not benefited children in Mawokota County because it did not equip the children with life skills and knowledge (34%). In addition, children in UPE could not fluently speak in their language of instruction (22%), could not read even newspaper stories (11%), could not correctly write words in their language of instruction (22%), and could not correctly get the simple arithmetic problems that parents gave them to solve (11%). These findings suggest that UPE had not equipped pupils with literacy, numeracy and life skills. When the parents who responded positively were asked to support their view, one of them had this to say, "They (the children) get free education."

Another participant parent replied:

The children have learnt how to write and read and... They can also count, though not as I expect them. The education they get is better than nothing, but it is not the best. A child in P7 speaks English as if he/she is still in kindergarten. The handwriting of most of them leaves a lot to be desired...They misspell most of the words, find it difficult to get arithmetic solutions right, and behave as if the only education they get is that given to them at home (informal education)...This is however, not to say that UPE is not beneficial. It has benefitted many children, especially those who would never have had the chance to step in

school. At least these children joined school and have become a bit more socialised and enlightened, however inadequate the knowledge being imparted to them may be.

Essentially, the preceding findings indicate that even the parent who felt that UPE had benefited children showed that the benefit was far below expectation.

Generally, the findings indicate that the level at which children in Mawokota County enjoyed the right to elementary education varied in such a way that it was zero for some of the children and low for others. While the zero level was enjoyed by all those children whom most respondents knew of as being of school going age but not going to school, the low level was enjoyed by those who were in school. In other words, the zero level was witnessed by children who did not go to school. By revealing the presence of such children, findings support the observations made by UNICEF (2013a) and GMR (2011) that although the size of primary school enrolment increased drastically in developing countries as a result of adopting universal primary education, many children remained out of school. This situation poses a need to devise ways of ensuring that all children go to school. Some of the ways are recommended later.

The findings suggest that it is the children who had enrolled in school who experienced a low level of enjoying the right to education. The findings, therefore, substantiate the observations made by Petrosino et al. (2012), Sherman and Poirie (2007) and Sudhanshu (2002) that children enjoy their right to elementary education only when they enrol in school. The fact that the level at which these children enjoyed this right was low implies that the right was not fully enjoyed. This implies that being enrolled in school did not guarantee pupils' full enjoyment of the right to education. This substantiates the observation made by UNESCO (2014a) that enrolment is not a sufficient indicator of children's full enjoyment of the right to education.

In fact, most of the pupils and teachers who participated in the study indicated that there

were pupils whose school attendance was irregular, pupils who were not punctual for school activities and that basic literacy, numeracy and life skills and knowledge were not imparted to the pupils as expected. In addition, some of the pupils dropped out of school before completing primary seven. These findings imply that the right in education and through education were not realised by these pupils as expected. This confirms the observations made by Valmiki (2014) that being in school does not mean that pupils are fully enjoying all the different dimensions of their right to education as expected.

The failure of pupils to fully enjoy their right to education denies them the chance to fulfil one of their inalienable rights as per Article 26(1) of the Universal Declaration of Human Rights, Article 13(1) of the International Covenant on Economic, Social and Cultural Rights, and Article 28 of the Convention on the Right of a Child. It also prevents these pupils from fulfilling their constitutional right as per Article 30 of the 1995 Constitution of the Republic of Uganda. This violation cannot be left to go on undebated. It needs to be addressed. With intent to establish how it can be curtailed, further effort was made to determine whether the UPE policy implementation environment played any role in perpetuating it. This involved meeting the second objective of the study.

4.4 Objective Two

The second objective of the study was to analyse the effect of the UPE implementation policy environment on the level at which the pupils in UPE schools in Mawokota County enjoyed their right to elementary education. This objective was met by answering the second research question of the study. Before investigating this effect, effort was made to establish the nature of the UPE policy implementation environment that characterised this county. As shown in the

conceptual framework in Section 1.10 of Chapter One, this nature was analysed using its measures, which included the level of government funding of UPE schools, level of parents support to the schools, level of the schools' inspection, nature of their internal administration, frequency of teaching going in these schools and their class sizes. Each indicator was assessed based on how respondents perceived it at their level. Specifically, pupils were asked to describe these measures using the same response scale. Findings obtained from descriptive analysis of their descriptions are shown in Table 11.

Table 4.11: Pupils' description of UPE policy implementation environment in Mawokota

County

Descriptors of UPE policy environment	% Respondents per Description of environment (N = 100)					Mean	Std.
	SD	D	NS	A	SA		
All our teachers teach all the lessons appearing on the school timetable without dodging any	18.0	55.0	5.0	22.0	0.0	2.24	.630
All our teachers encourage us to consult them whenever any of us is in need of academic assistance	13.0	10.0	40.0	18.0	19.0	3.02	.517
Our teachers have all the facilities they need to teach us as they desire	18.0	23.0	53.0	6.0	0.0	2.57	.670
Our teachers show that they love teaching as their job	15.0	26.0	40.0	13.0	6.0	2.61	.527
The school provides us with all the necessary learning aids	20.0	22.0	40.0	18.0	0.0	2.54	.671
The school provides us with breakfast	32.0	25.0	23.0	20.0	0.0	1.51	.927
The school provides us with lunch	45.0	55.0	0.0	0.0	0.0	2.05	.811
We are less than 50 in our class	49.0	51.0	0.0	0.0	0.0	1.13	.715
Our head teacher is always available at school	0.0	20.0	70.0	10.0	0.0	2.56	.606
Disabled pupils are treated well by the school administration	0.0	0.0	80.0	20.0	0.0	3.14	.233
Your parents/guardian facilitates you with all the necessary learning materials you need to study well	10.0	18.0	3.0	30.0	39.0	3.42	.581
Your parents/guardians assist you to do the homework given to you at school	33.0	38.0	6.0	20.0	3.0	1.97	.622
Your parents/guardians ensure that you come to school regularly	30.0	50.0	10.0	10.0	0.0	2.10	.814
Your parents/guardians ensure that you come to school punctually	30.0	20.0	22.0	20.0	8.0	2.21	.604
Your parents/guardians facilitate your feeding while at school	30.0	39.0	18.0	10.0	3.0	2.12	.511
Overall average description	23.0	30.0	27.0	15.0	5.0	2.35	.629

From Table 4.11, respondents who disagreed and strongly disagreed to all the descriptors were construed to imply that the UPE policy implementation environment was unfavourable. Those who were not sure were interpreted to indicate that they were uncertain about the nature of this environment. Respondents who agreed were construed to mean that the environment was favourable and highly favourable if they strongly agreed. The overall average description in Table 4.11 indicates that the respondents who showed that this environment was unfavourable were 53% (23% + 30%). Those who were uncertain were 27% and those who indicated that it was favourable were 20% (15% + 5%). Respondents who felt that the environment was highly favourable were a paltry 5%.

The preceding findings indicate that most of the pupils showed that the UPE policy implementation environment was unfavourable. Even the mean value (mean = 2.35) corresponding to the pupils' overall average description of this environment was close to '2' a code for 'disagree', and the corresponding standard deviation (Std. = .667) was numerically small. These findings reveal that pupils showed low dispersion in indicating that this environment was unfavourable.

Although the overall average description revealed that the UPE policy implementation environment was unfavourable to the pupils, the mean values corresponding to its specific indicators show that pupils expressed uncertainty (mean close to '3') about the nature of this environment as far some of its measures were concerned. These measures included parents' facilitation of their children with the necessary learning materials (mean = 3.42, Std. = .581); head teachers being always available at school (mean = 2.56, Std. = .606) and teachers encouraging pupils to consult them whenever the pupils were in need of academic assistance (mean = 3.02, Std. = .517).

Other indicators of which pupils were not sure included teachers having all the facilities

they needed to teach as desired (mean = 2.57, Std. = .670); teachers loving teaching as their job (mean = 2.61, Std. = .527); the school providing the pupils with all the necessary learning aids (mean = 2.54, Std. = .671); and treatment of disabled pupils by the school administration (mean = 3.14, Std. = .233). The uncertainty that pupils expressed about these indicators was however, clarified by other respondents who participated in the study some of whom were teachers.

The teachers were asked to use the scale of responses similar to that used by pupils to describe the UPE policy implementation environment characterising their schools in terms of a number of its indicators. When their responses were descriptively analysed, the results generated are summarised in Table 4.12.

Table 4.12: Teachers' description of UPE policy implementation environment in Mawokota County

Descriptors of enjoying the right	% Respondents per Description of enjoyment Level (N = 40)					Mean	Std.
	SD	D	NS	A	SA		
I am able to teach all the lessons assigned to me, irrespective of the class sizes	12.5	32.5	0.0	40.0	15.0	3.59	.876
The school provides you with all the necessary teaching aids	30.0	40.0	20.0	10.0	0.0	2.48	.509
Your salaries are paid promptly	75.0	12.5	12.5	0.0	0.0	1.39	.376
Remuneration given to you motivates you to teach effectively	80.0	10.0	10.0	0.0	0.0	1.37	.164
You are satisfied with your job as a teacher	62.5	12.5	0.0	12.5	12.5	1.41	.331
You are committed at work, despite the working conditions	56.0	17.5	6.0	12.5	8.0	1.83	.548
Your head teacher carries school supervision effectively	60.0	20.0	0.0	10.0	10.0	1.20	.455
School provides pupils with all the necessary learning aids	60.0	20.0	10.0	10.0	0.0	1.16	.367
The school provides pupils with breakfast	80.0	20.0	0.0	0.0	0.0	1.28	.729
The school provides pupils with lunch	80.0	20.0	0.0	0.0	0.0	1.37	.639
The district inspector inspects the school as expected	30.0	50.0	0.0	10.0	10.0	1.53	.519
Sub-county education officer inspects the school as expected	30.0	60.0	0.0	10.0	0.0	1.17	.417
Parents facilitate children with necessary learning materials	30.0	30.0	20.0	20.0	0.0	1.98	.437
Parents facilitate children's feeding while the children are at school	20.0	30.0	20.0	30.0	0.0	2.39	.591
Parents visit the school to encourage teachers to teach their children in a committed manner	20.0	50.0	0.0	10.0	20.0	2.44	.657
Parents volunteer to participate in supporting the school on its management committee	20.0	40.0	12.5	12.5	15.0	2.48	.733
Most of the parents attend school meetings whenever they are asked to	22.5	32.5	0.0	40.0	5.0	3.51	.306

Overall average description	45.0	29.0	7.0	13.0	6.0	1.92	.568
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From Table 4.12, teachers who disagreed (29%) and strongly disagreed (45%) meant that the UPE policy implementation environment was unfavourable. Those who were not sure (7%) were construed to mean that they were uncertain of the nature of this environment. The teachers who agreed (13%) meant that this environment was moderately favourable and those who strongly agreed (6%) were interpreted to indicate that the environment was very favourable. The overall average description in Table 4.12 indicates that teachers who disagreed and strongly disagreed to all the descriptors were 74% (45% + 29%) altogether. Therefore, the majority of the teachers disagreed showed that this environment was unfavourable. In fact, even the mean value corresponding to the overall average description reveals the teachers assessed the environment as unfavourable on average (mean = 1.92 was close to '2' the code for 'disagree'). Moreover, the magnitude of the corresponding standard deviation (Std. = .568) was small, suggesting low dispersion in the description. In other words, the descriptions of the individual teachers did not differ much from their average description of this environment.

Notwithstanding the teachers' average description, the analysis of the mean values corresponding to the specific indicators in Table 4.12 reveals that teachers agreed to some indicators of the UPE policy implementation environment. These included teachers being able to teach all the lessons assigned to them, irrespective of the class sizes (mean = 3.56, Std. = .876); and parents attending school meetings whenever they were asked to (mean = 3.51, Std. = .306). These findings suggest that the UPE policy implementation environment was favourable in terms of teachers' ability to teach all the lessons assigned to them and parents' attendance of school meetings. In addition to the teachers, head teachers were also asked to describe the UPE policy implementation environment that characterised their schools in terms of a number of indicators. These respondents were particularly asked to describe how the size of enrolment affected their

ability to manage the school. Content analysis of the responses revealed that all the head teachers (100%) felt that their ability was overstretched by their schools' enrolment sizes. This effectively means that the UPE implementation policy environment was not administratively unfavourable to the head teachers. The head teachers were further asked to describe this environment in terms of its other indicators. Descriptive analysis of their descriptions are summarised in Table 4.13.

Table 4.13: Head teachers' responses describing UPE policy implementation environment in Mawokota County

Descriptors	Responses(N = 10)		Mean
	No (1)	Yes (2)	
Are capitation grants provided by government sufficient to facilitate the running of the school as you desire	100.0	0.0	1.00
Does the school have enough teachers	90.0	10.0	1.20
The school is effectively inspected by the sub county officer	100.0	0.0	1.00
The school is effectively inspected by the district inspector	100.0	0.0	1.00
Are teachers' salaries enough to motivate them to be committed at their work	100.0	0.0	1.00
Are teachers' salaries paid promptly	100.0	0.0	1.00
Does the school get enough teaching and learning materials	100.0	0.0	1.00
Does the school provide teachers with lunch	100.0	0.0	1.00
Do the schools' parents support it	80.0	20.0	1.24
Do you feel demoralised to manage the school	100.0	0.0	1.00
Overall average description	70.0	30.0	1.01

From Table 4.13, head teachers to answered negatively were construed to imply that the UPE policy implementation environment was unfavourable and those who responded positively were interpreted to mean the opposite. The overall average description indicates that while 70% of the head teachers answered negatively, 30% responded positively to all the descriptors. Therefore, the majority of the head teachers showed that in terms of the descriptors shown in Table 4.13, the UPE policy implementation environment was unfavourable in their schools. As illustrations, most of the head teachers (80%) showed that parents did not support their schools. This was corroborated by parents when they were asked about the role they played in supporting

their children in UPE when the children were at school. Seventy percent of the parents indicated that with UPE, government took up the role of supporting the children at school. Only 30% of the parents indicated that they did whatever they could in their means to maintain their children at school. These findings suggest that very few parents supported their children at school. Therefore, the UPE policy implementation environment was largely unfavourable in terms of parents' support to the children at school. This was further substantiated by the District Inspector of schools and the sub county Education Officer. Both of these respondents answered negatively when they were asked whether the UPE schools in their jurisdictions got PTA support. The negative response implies that the schools did not get such support. The education officer explained that this was because government had abolished this support in all UPE schools.

The District Inspector and sub county Education Officer were further opposed to the fact that UPE schools in their jurisdictions got sufficient capitation grants, and to the idea that the schools were adequately staffed. They were also opposed to the idea that the schools had adequate classrooms, teaching and learning materials, and professionally recommended class sizes. The respondents were further opposed to the fact that the head teachers and teachers of the schools in their jurisdictions were highly motivated. This opposition reveals that the UPE policy implementation environment was indeed unfavourable across the board. As to how such environment affected the level of pupils' enjoyment of their right to education was analysed.

The analysis began by transforming all the items administered to pupils and teachers to establish the nature of this environment into one global variable (which was named 'UPE policy implementation environment'). This was carried out using the data transformation method of the SPSS. Similar analysis was conducted to transform all the items administered to the two categories of respondents to establish the degree to which pupils enjoyed their right to elementary education

into a global variable (named ‘Level of pupils’ enjoyment of the right to education’). Thereafter, linear regression analysis was carried out to establish how the UPE policy implementation environment affected the Level of pupils’ enjoyment of the right to elementary education. The findings are summarised in Table 4.14.

Table 4.14: Effect of UPE policy implementation environment on Level of pupils’ enjoyment of the right to elementary education

Model	Statistics predicted on Dependent variable: Level of pupils’ enjoyment of the right to elementary education								
	Error	Standardized Beta	t	Sig.	R	R-Square	Adjusted R-Square	F	Sig.
Constant	.169		8.817	.000	.729	.532	.529	199.823	.000
UPE policy implementation environment	.051	.729	14.136	.000					

The magnitudes of the errors in Table 4.14 were small, implying that linear regression was largely appropriate to estimate the model. The Adjusted R-Square value, its corresponding F-value and level of significance indicate that the UPE policy implementation environment predicted the level of pupils’ enjoyment of the right to elementary education by a significant 52.9% (Adjusted R-Square = .529, F = 199.823, Sig. = .000 < .01). This reveals that the relationship between the two variables was significantly predictive, implying that the nature of the UPE policy implementation environment significantly affected the level at which pupils enjoyed their right to education. The standardized beta (Beta = .729) indicates that the prediction was positive and its corresponding t-value (t = 14.136) and level of significance (Sig. = .000 < .01) show that the prediction was significantly linear or direct. In other words, the nature of the UPE policy implementation environment affected the level at which pupils enjoyed the right to elementary

education directly and positively.

Generally, the findings in Table 4.14 establish that the UPE policy implementation environment has a significant and positive effect on the level at which pupils enjoy their right to education. Therefore, the findings concur with the observations made by Donohue and Bornman (2014), Proudlock (2014), Eriamiatoe (2013), Hubbard (2010), Kilkelly (2007), van Leer (2007) that this environment affects the level at which children enjoy their right to elementary education in a significant and positive manner. This effect suggests that the nature of the UPE policy implementation environment and the level at which pupils enjoy their right to education vary significantly in the same direction. Therefore, that the better this environment becomes the higher is level at which pupils enjoy this right, and vice-versa. Accordingly, improving the UPE policy implementation environment increases the level at which the pupils in Mawokota County enjoy their right to education; and this improvement is needed as per findings obtained from all the respondents who participated in the study. Some of these findings are shown in Table 4.12 and Table 4.13. They reveal that the environment was generally unfavourable.

To begin with, the findings show that most of the parents neither supported their children while the children were at school, nor supported the schools through PTA. Parents only attended school meetings, but even then, their extent of attending was low and therefore inadequate. Accordingly, the findings confirm the studies of Kyomuhangi (2014) and Mukama (2012) which had earlier on shown that most of the parents whose children attend Uganda's UPE schools are reluctant to play their role of supporting their children as expected when the children are at school. This behaviour however, indicates that these parents abdicate their role as per Article 26(3) of the Universal Declaration of Human Rights, which is even a constitutional role as per Article 34 of the 1995 Constitution of the Republic of Uganda.

Therefore, there is need to ensure that parents in Mawokota County play their constitutional role of supporting their children sufficiently when the children are at school. These parents need to appreciate that they have the obligation to support their children at schools, and according to Noel et al. (2013), they have to do this by attending school meetings, improving the extent to which they visit the schools to check on and encourage necessary improvements in their children's performance, and supporting the schools, among other roles. Even Uganda's UPE policy indicates that parents have to meet some of the costs required to facilitate the well-being of their children while the children are at school (Ministry of Education & Sports, 2007). Thus, parents who abdicate from this obligation effectively deny their children the chance to fully enjoy the right to education, and this needs to stop.

As if parents' abdication was not bad enough, findings reveal that even the schools' funding through capitation grants was inadequate and their internal administration overstretched the head teachers because of excessive enrolments. The findings show further that the quality of teaching left a lot to be desired and the teachers and the head teachers were demoralised as a result of work overload resulting from excessive enrolments and class sizes as well as inadequate and delayed pay, and understaffing. Not only do these findings further confirm Kyomuhangi's (2014), Mukama's (2012) and Kahuku's (2007) studies, they also indicate the UPE policy implementation environment was not favourable in terms of the schools' internal administration as well as the role that the Government and the teachers were expected to play in facilitating pupils' enjoyment of their right to education. From the findings in Table 4.14, this kind of unfavourableness implies that pupils were not fully enjoying their right to education, therefore, it needs to be addressed.

Furthermore, most of the selected teachers and all the participant head teachers revealed that the inspection of their schools was not effectively carried out by the District Inspector and sub

county education officers. The findings provide credence to the observations made by the Ministry of Education and Sports (2007) and the Economic Policy Research Centre (2004) that school inspectors do not regularly do their work. They also imply the UPE policy implementation environment was unfavourable even in terms of school inspection. Indeed, ineffective school inspection implies that the curricular standards set by government for teachers and head teachers to do their work effectively are not effectively monitored and enforced. This suggests that teachers and head teachers are left to do their work at their discretion, and this leaves pupils' enjoyment of their right in education at their mercy. When school inspection is not effectively carried out, teacher and head teacher laxity is very likely to occur, since these stakeholders do not expect any external monitoring of the UPE curriculum and syllabus implementation. The ultimate effect is felt by pupils in form of not effectively enjoying their right in education. Indeed, the pupils are not effectively taught by their teachers, and this was the very case in Mawokota County as per the findings in Table 4.9. There is, therefore, need to ensure that the inspection of UPE schools in this county is effectively carried out.

In general, the findings indicate that the UPE policy implementation environment was generally unfavourable in Mawokota County. It had a positive and significant effect on the level at which pupils in this county enjoyed their right to education. Therefore, its unfavourable nature explains why the pupils in this county did not enjoy this right fully. Its improvement is, hence, needed if the pupils are to fully enjoy this right. Apart from the UPE policy implementation environment, effort was made to explore whether the level at which the pupils in this county enjoyed their right to education was affected by the nature of their home environment. The investigation involved meeting the third objective of the study as explained in the forthcoming section.

4.4 Objective Three

The third objective of the study was to examine the effect of the home environment on the level at which the pupils in UPE schools in Mawokota County enjoy their right to elementary education. This effect was established after analysing the nature of this environment as perceived by the selected respondents using its indicators shown in the conceptual framework in Section 1.10 of Chapter One. These indicators included the level of parental personal involvement in pupils' learning, the nature of home learning space, the amount of time dedicated to home learning, and the availability of home library facilities. Pupils used a similar response scale to assess these indicators as they applied to them. When the assessment was descriptively analysed, results generated are summarised in Table 4.15.

Table 4.15: Pupils' description of the home environment in Mawokota Sub County

Descriptors of home environment	% Respondents per Description of environment (N = 100)					Mean	Std.
	SD	D	NS	A	SA		
Your parents/guardians send you digging after creating enough time in which you can do your homework or revision	30.0	20.0	22.0	20.0	8.0	2.04	.631
Your parents/guardians ensure that the home chores you have to perform do not take up all the time you need to do homework or to do revision	30.0	39.0	18.0	10.0	3.0	2.32	.513
Your parents/guardians send you for selling items or shop-keeping after creating enough time in which you can do your homework or revision	33.0	38.0	6.0	23.0	0.0	2.47	.673
You are not so mistreated at home that you can comfortably do your homework or even revise from there	40.0	26.0	16.0	13.0	5.0	2.11	.553
You are not so sexually abused at home that you can comfortably do your homework or even revise from there	10.0	30.0	20.0	32.0	8.0	2.33	.612
Your parents/guardians are educated	20.0	27.0	23.0	25.0	5.0	2.64	.982
Your parents/guardian assist you with your homework	30.0	39.0	18.0	10.0	3.0	1.82	.517
Your parents/guardians value education	10.0	21.0	30.0	30.0	9.0	2.90	.882
Your parents/guardians have a stable occupation	30.0	26.0	23.0	12.0	9.0	3.53	.763
Your mother and father live happily together	27.0	29.0	27.0	10.0	7.0	3.43	.663
Your parents/guardians do not frequently quarrel	30.0	20.0	22.0	20.0	8.0	3.44	.637

Your parents/guardians do not get involved in excessive drinking	30.0	39.0	18.0	10.0	3.0	1.82	.517
Your home is well-lit	33.0	38.0	6.0	23.0	0.0	1.97	.677
Your home has enough space from where you can revise or do your homework	50.0	30.0	10.0	10.0	0.0	1.30	.865
Your parents/guardians provide you with the learning materials you need to do your homework/revision at home	30.0	20.0	22.0	20.0	8.0	1.41	.635
Overall description	28.0	29.0	19.0	19.0	5.0	2.41	.686

From the findings in Table 4.15, pupils who disagreed (28%) and strongly disagreed (29%) to all the descriptors were interpreted to indicate that their home environments were unfavourable. Those who were not sure (19%) were construed to imply that they could not tell whether their home environment was favourable or not. Pupils who agreed (19%) were interpreted to mean that their home environment was moderately favourable and those who strongly agreed (5%) meant that their environment was very favourable. These findings show that most of the pupils (57%) disagreed, thereby showing that their home environments were unfavourable.

When the teachers were asked to use the same scale of responses to describe the nature of their pupils' home environment, findings obtained are shown in Table 4.16.

Table 4.16: Teachers' description of pupils' home environment in Mawokota Sub County

Descriptors of home environment	% Respondents per Description of environment (N = 40)					Mean	Std.
	SD	D	NS	A	SA		
When pupils are given homework they try doing it before leaving the school instead of carrying it home	12.5	42.5	0.0	30.0	15.0	2.49	.806
When pupils take homework, they (<i>do not</i>) bring it back undone saying they did not get time to do it from home	60.0	40.0	0.0	0.0	0.0	1.35	.655
Pupils who do homework at home say that their residences are well-lit	10.0	10.0	0.0	50.0	30.0	1.53	.519
There are (<i>no</i>) pupils in the school who show that they are mistreated at home	30.0	60.0	0.0	10.0	0.0	1.17	.417
Parents <i>do not</i> send their children digging but encourage them to do homework or revise their work	30.0	30.0	20.0	20.0	0.0	1.98	.437
There are (<i>no</i>) parents who send their children into commercial work instead of encouraging them to do homework or revise their work	20.0	30.0	20.0	30.0	0.0	2.39	.591
Most of the school's parents are educated	20.0	60.0	10.0	10.0	0.0	3.54	.657
Most of the school's parents value education	20.0	40.0	25.0	10.0	5.0	2.48	.733
Most of the school's parents have a stable occupation	32.5	32.5	10.0	20.0	5.0	2.30	.306
Most of the school's parents are happily married	20.0	15.0	44.0	17.0	5.0	1.97	.528
Overall description	25.5	36.0	13.0	19.5	6.0	2.12	.565

The italicised words in some of the descriptors in Table 4.16 indicate that these descriptors were changed to their opposites for the sake of aligning them with others so as to draw interpretations that would logically apply to all of them in the same way. Using the logic applied to interpret the findings in Table 4.15, findings in Table 4.16 indicate that 61.5% (25.5% + 36%) disagreed and strongly disagreed to all the descriptors. Those who were not sure were 13% and those who agreed were 19.5%. Teachers who strongly agreed were 6%. Therefore, most of the teachers disagreed, thereby showing that their pupils' home environment was unfavourable. In particular, most of the teachers (55% = 12.5% + 42.5%) disagreed, thereby showing that when they gave pupils homework, the pupils tried to do it before leaving the school instead of carrying it home. All the teachers (100% = 60% + 40%) disagreed and hence showed that when pupils took homework, they brought it back undone saying they had not got time to do it from home. Similarly,

60% (30% + 30%) of the teachers disagreed, thereby revealing that parents sent their children digging instead of encouraging them to do homework or revise their work. All other findings in Table 4.16 are similarly interpreted.

The fact that the home environment was unfavourable to most of the pupils in UPE schools in Mawokota County was further corroborated by the head teachers, sub county education officer and district inspector when they were asked to comment on the home environments of these pupils, especially in terms of supporting the pupils to do their homework and to revise at home. The district inspector had this to say, “*Generally, the support given to pupils to learn when they are at home is very low.*” The sub county education officer replied, “Some parents do not support their children.” One of the head teachers noted:

Most of the parents do not assist their children with homework, either because most of them are illiterate or because they do not value education, especially that which is provided by UPE.

Another head teacher had this to say:

Some parents are very supportive to the learning of their children. They try their best to ensure that their children do all the homework given to them. They also make an effort to come to school and follow up how their children are performing. However, the majority are reluctant about helping their children to do homework or even carry out revision. Many parents tend to tell their children to do home chores instead of encouraging them to revise or do homework given by teachers.

Clearly, the preceding findings indicate that the parents who created a favourable environment for their children’s revision and doing of homework given by teachers were very few. The majority exposed their children to an unfavourable home environment. Further effort was made to investigate how such environment affected the pupils’ level of enjoying their right to education. This involved asking the head teachers, sub county education officer and district

inspector to describe how the nature of this affected the pupils' full attainment of the knowledge and skills they were expected to acquire from school. The district inspector had this to say:

The home environment plays a crucial part in every pupil's learning. Pupils' homes are extensions of their learning space. This is where pupils have to do their revision and homework. Pupils are expected to use their homes as a place of reading on their own. Homes provide home library services that help pupils to read ahead of teachers. Therefore, the home environment affects how pupils enjoy their right to education. The more supportive this environment is the higher is the likelihood of the pupils to enjoy this right in an effective manner.

The sub county education officer noted:

Many pupils in UPE schools fail to learn as expected (to enjoy their right) because their home environments do not create the time and convenience the pupils need to do so...

One of the head teachers said:

Pupils learn in two environments, and their home environment is one of these. A significant part of their learning, revision and doing of homework takes place at home. Therefore, nature of this environment affects the level at which they internalise the knowledge and apply the skills they get from school.

The foregoing findings indicate that the home environment affects how pupils learn and internalise the knowledge and skills acquired from school. They therefore suggest that this environment affects the level at which pupils enjoy their right to education. Being qualitative, these findings were corroborated by quantitative analysis of those obtained from teachers and pupils. The analysis first involved using the data transformation method of the SPSS to transform all the items administered to pupils and teachers to establish the nature of this environment into one global variable (Nature of home environment). Thereafter, linear regression analysis was then applied to determine the effect. The findings are presented in Table 4.17.

Table 4.17: Effect of home environment on Level of pupils' enjoyment of the right to elementary education

Model	Statistics predicted on Dependent variable: Level of pupils' enjoyment of the right to elementary education								
	Error	Standardized Beta	t	Sig.	R	R-Square	Adjusted R-Square	F	Sig.
Constant	.214		6.345	.000	.656	.430	.427	132.935	.000
Nature of home environment	.053	.656	11.530	.000					

The errors in Table 4.17 were numerically small, suggesting that linear regression was largely suitable to estimate the model. The Adjusted R-Square value, its corresponding F-value and level of significance show that the nature of the home environment predicted the level of pupils' enjoyment of the right to elementary education by a significant 42.7% (Adjusted R-Square = .427, F = 132.935, Sig. = .000 < .01). This reveals that this environment was a significant predictor of the degree to which pupils enjoyed their right to elementary education. The standardized beta (Beta = .656) was positive and its corresponding t-value was significant (t = 11.530, Sig. = .000 < .01). This indicates that the prediction was positive and significantly direct. In other words, the nature of the pupils' home environment affected the level of pupils' enjoyment of their right to education directly. Therefore, the more favourable this environment was the higher was the level at which the pupils enjoyed their right to elementary education, and vice-versa.

Generally, findings in Table 4.17 indicate that pupils' home environment had a significant and positive effect on the level at which pupils enjoyed their right to education. Accordingly, the findings are consistent with the studies of Kyomuhangi (2014), Makuma (2012) and Mlambo (2011). Each of these studies indicates that pupils' home environments significantly affect the level at which the pupils learn and therefore, enjoy their right to education. This effect suggests that the nature of the home environment directly determines how pupils enjoy this right. When the

environment is favourable, the pupils enjoy the right effectively and vice-versa.

Unfortunately, the interview findings and those in Table 4.15 and Table 4.16 indicate that the home environments of most of the pupils in Mawokota County were unfavourable. It is therefore not surprising that even the level at which most of these pupils enjoyed their right to education was low (Table 4.9 and Table 4.10). Fortunately, the effect established in Table 4.17 reveals that this level improves when the pupils' home environment is improved. The findings in Table 4.15 and Table 4.16 together with those obtained from interviews suggest that the required improvement can be realised if parents effectively fulfil the responsibility ascribed to them by Article 26(3) of the Universal Declaration of Human Rights, Article 11(2) of the African Charter of the Rights and Welfare of the Child, and Article 34 of the 1995 Constitution of the Republic of Uganda. All these articles underscore that parents have an obligatory role to play in ensuring that their children get the best education.

One of the ways by which the parents in Mawokota County can effectively play this role involves creating a favourable home learning environment for their children. This is even emphasised in the work of Makuma (2012) and Mlambo (2011). These parents can play this role by taking a number of measures. From findings in Table 4.15 and Table 4.16, one of these measures involves parents ensuring that their children do home chores, go for digging or for shop keeping and other such activities after revising or doing the homework given by teachers. Other measures reflected by these findings include parents ensuring that their children are not mistreated at home as this exposes the children to physical and psychological torture both of which lower the ability to learn and to therefore, enjoy the right to education effectively.

The parents need to further ensure that they are happy with each other, do not engage in frequent quarrelling and in excessive drinking. The parents need to also provide their children with

enough home-learning materials, and create enough and well lit space from where the children can revise or do their homework. Where possible, parents further need to personally get involved in helping their children with homework. When all these measures are effectively implemented, pupils' home learning environment improves psychologically, socially and in terms of lighting. According to Hill (2014), Mannathoko and Mangope (2013), Emerson et al. (2012), Kimu (2012), and De Vos (2001), this makes this environment better in facilitating pupils' learning, and therefore, enjoyment of their right to education in an improved manner. It even encourages the children to do their homework at home instead of doing it at school as most of the teachers revealed (Table 4.16).

Generally, findings indicate that home environment affects the level of pupils' enjoyment of their right to education. The home environment was unfavourable for most of the pupils in Mawokota County and it therefore, explained why the level at which most of the pupils enjoyed their right to education was low. Findings indicate further that improving this environment by ensuring that parents play their role in their children's home learning translates into a significant improvement in the level at which the pupil enjoy this right.

4.5 Other findings: Perception of Variables in the selected sub counties

Respondents were selected from two sub counties, which included Buwama and Nkozi. How the respondents perceived the variables according to these sub counties was as presented in Table 4.18.

Table 4.18: Perception of Variables in the selected sub counties

Variables	Respondents	Sub counties	No. of respondents	Mean perception	df	F	Sig
Level of pupils' enjoyment of the right to elementary education	Teachers	Buwama	17	3.66	1	0.696	.596
		Nkozi	23	3.53			
	Pupils	Buwama	40	3.69			
		Nkozi	60	3.55			
	Total		143	3.56			
	<hr/>						
UPE policy implementation environment	Teachers	Buwama	17	2.36	1	1.005	.066
		Nkozi	23	2.44			
	Pupils	Buwama	40	2.66			
		Nkozi	60	2.33			
	Total		143	2.34			
	<hr/>						
Home environment	Teachers	Buwama	17	2.35	1	0.196	.672
		Nkozi	23	2.25			
	Pupils	Buwama	40	1.61			
		Nkozi	60	1.66			
	Total		143	2.24			

The levels of significance in Table 4.18 were all greater than 0.05, implying that with one degree of freedom ($df = 1$), the corresponding F-values were not significant. This reveals that there was no significant difference in the teachers' and pupils' perception of variables resulting from the sub counties from which these respondents were selected. The mean values indicate that irrespective of their sub county, pupils enjoyed their right to elementary education at a low level, and their UPE policy and home environments were unfavourable

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations. It is organised according to the objectives the study was set to achieve.

5.2 Summary of Findings

The findings obtained in response to the first objective of the study indicate that the level at which children in Mawokota County enjoyed their right to elementary education varied in such a way that some of the children did not enjoy it at all because they did not go to school despite being of school going age. Those who enjoyed it, did so at a generally low level on average. This was evident in the fact that on average, children attended school irregularly, were not punctual for school activities, and were not taught as professionally and effectively as expected. The quality of education they acquired was below expectation and some did not complete the primary school cycle because they dropped out along the way. These findings reveal that all the children in this county did not enjoy this right as fully as expected. Since this right is not only one of the children's inalienable rights as per Article 26(1) of the UDHR, Article 13(1) of the ICESCR and Article 28 of the CRC but also their constitutional right as per Article 30 of the 1995 Constitution of the Republic of Uganda, failure of the children to fully enjoy it need not go unchallenged.

The findings in response to the second objective of the study indicate that the nature of the UPE policy implementation environment that characterized the primary schools of Mawokota County determined the level of pupils' enjoyment of their right to elementary education by a

positive and significant 52.9%. This revealed that this environment had a positive and significant effect on the level at which pupils in this county enjoyed their right to education. On average, this environment was found to be generally unfavourable in Mawokota County. Findings indicate that this county's UPE schools received very inadequate funding from government funding. The level of parents' support to the schools was negligible, school inspection was low and internal school administration was overwhelmed by excessive enrolments. Teachers taught infrequently and the class sizes overstretched teachers' professional and personal ability to teach. Accordingly, this environment explained why UPE pupils in this county did not fully enjoy their right to elementary education. Improving this environment is hence needed if the pupils are to fully enjoy this right.

In response to the third objective of the study, findings indicate that nature of the home environment that characterised the residences of the pupils in Mawokota County determined the level of pupils' enjoyment of the right to elementary education by a positive and significant 42.7%. This revealed that the nature of the pupils' home environment effected the level at which they enjoyed the right to elementary education. The home environment was found to be unfavourable for most of the pupils in Mawokota County mainly because of parental laxity. Most parents were not personally involved in helping their pupils with homework. The nature of home learning space was unfavourable for most pupils and many of them did not dedicate enough time to home learning because their parents wanted them to do home chores, including digging. Most of the pupils' homes did not have home-based library facilities, and some children were exposed to child-abuse and child labour. Accordingly, this environment explained why pupils did not fully enjoy their right to elementary education.

5.3 Conclusions

The first objective of the study was to establish the level at which pupils in Mawokota

county enjoyed their right to elementary education. Findings revealed that all pupils in this county did not enjoy this right as fully as they should. It is, therefore, concluded that there is need to improve the level at which this right is enjoyed in this county. Improvements are particularly needed in ensuring that all children of school going age enrol in school, attend regularly, are punctual for school activities and do not drop out along the way. Improvements are also needed in the quality of teaching and in the education imparted to the pupils.

The second objective of the study was to establish the effect of the UPE policy implementation environment on the level of pupils' enjoyment of their right to elementary education in Mawokota County. From the findings, the effect was positive and significant. This effect leads to a conclusion that improving this environment translates into a significant improvement in the pupils' enjoyment of their right to elementary education. Necessary improvements are needed in government funding to UPE schools, parents' support for schools, school inspection, the schools' internal administration, teaching and class sizes.

The third objective of the study was to establish the effect of the pupils' home environment on the level of their enjoyment of their right to elementary education in Mawokota County. The findings established this effect as positive and significant. It is, therefore, concluded that improving this environment translates into significant improvements in pupils' level of enjoying this right. Improvements are particularly needed in the removal of parental laxity by increasing parental involvement in helping their children in homework given by teachers, giving children enough time to do the home, ensuring availability of necessary home-based library facilities for the children, and guarding against child-abuse and children's involvement in child labour.

5.4 Recommendations

Ugandan stakeholders who are responsible for ensuring that children in Mawokota County enjoy their right to elementary education should ensure that this right is fully enjoyed. This can be realised when these stakeholders play their respective constitutional and professional obligations effectively following the recommendations below:

- Through the Department of Primary Education of the Ministry of Education and Sports and working together with the Ministry of Finance, the government of Uganda should improve the UPE policy implementation environment by increasing funding to UPE schools in Mawokota County in a manner that not only motivates head teachers and teachers to perform their administrative and teaching roles effectively but also increases the number of teachers and facilitates the building of more classrooms for purposes of creating manageable class sizes in these schools.
- All parents in Mawokota County should send all their children of school going age to school without fail, and guard against child abuse and child labour. Parents should particularly desist from involving the children in non-school activities during school time.
- Parents in Mawokota County should work together with teachers and head teachers in ensuring that children attend school regularly and punctually and that pupils do not drop out of school until they complete Primary Seven.
- All parents in Mawokota County should ensure that their children do the homework given to them by their teachers. This can be realised when the parents give the children enough time to

do this homework before involving them in other home-based chores, when the parents create a supportive lighting system at home, when they put in place the necessary home-based library, and when parents get personally involved in assisting their children with the homework.

- Teachers should teach all the lessons assigned to them and improve the quality of teaching by using integrative methods and marking all the classroom exercises and homework given to pupils.
- The primary school inspectors should improve the inspection of all UPE schools in Mawokota County.
- The National Curriculum Development Centre should improve the curriculum in a manner that ensures that the education imparted to the pupils is practical enough for them to acquire the necessary basic health, numeracy, literacy and life skills and knowledge.

5.5 Recommendations for further research

- It has been recommended that government should increase funding to UPE schools, but the manner in which this increase can be realised has not been suggested. Further research is therefore needed into this matter.
- A replica of this study is also needed in other counties of Uganda so as to establish the national picture of how the UPE policy implementation and home environments affect the level at which pupils enjoy their right to elementary education.

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Appendix I: District Inspectors’ and Sub-County Education Officers’ Interview Schedule

Introduction

Dear District Inspectors/Sub-County Education Officers,

My name is NABASINGA NOELINE VICTORIA, a student of Uganda Martyrs University, Nkozi carrying out research as part of the requirements for the award of a Master of degree. The topic of the research is **Effect of UPE Policy Implementation and Home Environments on Children's Enjoyment of their Right to Elementary Education in Mawokota County, Mpigi District**. You have been identified as an ideal resource person who can provide the required information. The purpose of this study is purely academic and the information you will give will be treated with at most confidentiality. I thank you very much.

Section A: Background Information

Tick in the box that corresponds to the option that best describes your profile.

1. Sex: Male Female
2. Academic qualification: Grade 3 Diploma Degree Other.....
4. Designation: District Inspector Sub-county education officer
5. Years spent in the designation: < 1 1-3 4-5 Above 5
6. Marital status: Single Married Widowed Separated

Section B: Level of children's enjoyment of their right to elementary education

1. Has UPE been able to enrol all the children of primary school going age in Mawokota County/your sub-county?
2. Comment on the rate at which children in UPE drop out of school in Mawokota County/your sub-county?
3. Comment on the quality of teaching in UPE schools in Mawokota County/your sub-county?
4. Are the teachers in UPE schools in Mawokota County/your sub-county committed to their work?
5. Comment on the extent to which UPE pupils in Mawokota County/your sub-county acquire the knowledge and skills they are expected to acquire from primary education?

Section C: Nature of UPE policy implementation environment

1. Do UPE schools in Mawokota County/your sub-county get sufficient capitation grants?
2. Are the schools adequately staffed?
3. Do the schools have adequate classrooms?
4. Do they have adequate teaching and learning materials?
5. Do UPE schools in Mawokota County/your sub-county have professionally recommended class sizes?
6. Do the school get PTA support?
7. Are the head teachers and teachers of the schools highly motivated?

Section D: Nature of home environment

1. What is your comment on the home environments of UPE pupils, especially in terms of supporting the pupils to do their homework and to revise at home?
2. How does the nature of the pupils' home environment affect their full attainment of the knowledge and skills they are expected to acquire from school?

Appendix II: Parents' Interview Guide

Introduction

Dear Parent,

My name is NABASINGA NOELINE VICTORIA, a student of Uganda Martyrs University, Nkozi carrying out research as part of the requirements for the award of a Master of degree. The topic of the research is **Effect of UPE Policy Implementation and Home Environments on Children’s Enjoyment of their Right to Elementary Education in Mawokota County, Mpigi District**. You have been identified as an ideal resource person who can provide the required information. The purpose of this study is purely academic and the information you will give will be treated with at most confidentiality. I thank you very much.

Section A: Background Information

Sex

Sub-County.....

Number of Primary School going-age Children in the family.....

Number of children attending UPE School.....

6. Marital status: Single Married Widowed Separated

Section B: Level of Children’s Enjoyment of their Right to Education

Do you think your children in UPE schools are benefiting from UPE as expected? Yes/No

Briefly explain your answer

Section C: UPE Policy Implementation Environment

As parent/guardian, what role are you playing in supporting your child/children in UPE when they are at school?

Section D: Home Environment

As a parent/Do you think that a parent has role to play in helping their child in UPE to enhance his/her learning at home? Yes/No

Briefly explain the role.

Thank You for your participation

Appendix III: Head Teachers’ Interview Schedule

Introduction

Dear Head teacher,

My name is NABASINGA NOELINE VICTORIA, a student of Uganda Martyrs University,

Nkozi carrying out research as part of the requirements for the award of a Master of degree. The topic of the research is **Effect of UPE Policy Implementation and Home Environments on Children’s Enjoyment of their Right to Elementary Education in Mawokota County, Mpigi District**. You have been identified as an ideal resource person who can provide the required information. The purpose of this study is purely academic and the information you will give will be treated with at most confidentiality. I thank you very much.

Section A: Background Information

Tick in the box that corresponds to the option that best describes your profile.

- 1. Sex: Male Female
- 2. Academic qualification: Grade 3 Diploma Degree Other.....
- 4. Teaching experience: Below 1 year 1-5 5-10 Above 10
- 5. Years spent as a head teacher in the school: < 1 1-3 4-5 Above 5
- 6. Marital status: Single Married Widowed Separated

Section B: Level of children’s enjoyment of their right to elementary education

- 1. Do you know of any children who are of primary school going age but are not enrolled in school? Yes/No
- 2. What is your comment on the punctuality of the pupils in your school?
- 3. What is your comment on the regularity of the pupils in your school?
- 4. Comment on how your teachers involve pupils in the ongoing classroom lessons.
- 5. Do your school’s teachers teach all the lessons allocated to them?
- 6. Are the teachers in your school committed to their work?
- 7. Comment on how your school’s teachers evaluate pupils in terms of classroom exercises, homework and tests.
- 8. Do you the syllabus implemented in UPE schools equips pupils with relevant:
 - (a) Health knowledge
 - (b) Numeracy skills
 - (c) Literacy skills
 - (d) Life skills

9. Does the school have pupils who drop out of school before reaching primary seven?

Nature of UPE policy implementation environment

1. Are capitation grants provided by government sufficient to facilitate the running of the school as you desire?
2. The school is effectively inspected by the sub county officer
3. The school is effectively inspected by the district inspector
4. Does the school have enough teachers
5. Are teachers' salaries enough to motivate them to be committed at their work?
6. Are teachers' salaries paid promptly?
7. Does the school get enough teaching and learning materials
8. Does the school provide teachers with lunch
9. Do the schools' parents support it?
10. How does the size of enrolment affect your ability to manage the school?
11. Do you feel demoralised to manage the school?

Nature of home environment

3. What is your comment on the home environments of you schools' pupils, especially in terms of supporting them to do their homework and to revise at home?
4. How does the nature of the pupils' home environment affect their full attainment of the knowledge and skills they are expected to acquire from school?

End

Thank you very much

Appendix IV: Teachers Questionnaire

Introduction

Dear Teacher,

My name is NABASINGA NOELINE VICTORIA, a student of Uganda Martyrs University,

Nkozi carrying out research as part of the requirements for the award of a Master of degree. The topic of the research is **Effect of UPE Policy Implementation and Home Environments on Children’s Enjoyment of their Right to Elementary Education in Mawokota County, Mpigi District**. You have been identified as an ideal resource person who can provide the required information. The purpose of this study is purely academic and the information you will give will be treated with at most confidentiality. I thank you very much.

Section A: Background Information

Tick in the box that corresponds to the option that best describes your profile.

- 1. Sex: Male Female
- 2. Academic qualification: Grade 3 Diploma Degree Other.....
- 3. Teaching experience: Below 1 year 1-5 5-10 Above 10
- 4. Years spent as a teacher in the school: Less than 1 1-3 4-5 Above 5
- 5. Marital status: Single Married Widowed Separated

Section B: Level of Enjoying the Right to Education

Indicate your perception of each statement in the table below by ticking the option that best describes it. Use Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

No.	Statement	1	2	3	4	5
1.	I teach all the lessons assigned to me					
2.	I give pupils testing exercises during ongoing classroom lessons					
3.	I mark all the testing exercises given to pupils during classroom lessons					
4.	I give corrections to all classroom exercises given to pupils					
5.	I give homework to pupils					
6.	I mark the homework given to pupils					
7.	I give tests to pupils during the term					
8.	I mark the tests given to pupils during the term					
9.	I give corrections to the tests given to pupils during the term					
10.	The subject matter I teach pupils is able to equip them with the knowledge and skills they need to fit relevantly in their communities					

11.	I do not know of any child who is of a school going age but does not go to school					
12.	I do not know of any child who enrolled in the school but dropped out before completing primary seven					
13.	I do not know of any child who is absent from school most of the time					
14.	I do not know of any child who comes to school late most of the time					
15.	Your primary seven pupils can write as well as expected					
16.	Your primary seven pupils can read all the words they are expected to know in all the languages of instruction					
17.	Your primary seven pupils can count as expected					
18.	Your primary seven pupils get all the sums they are expected to know correctly					
19.	Your primary seven pupils get all the multiplications they are expected to know correctly					
20.	Your primary seven pupils can get all subtractions they are expected to know correctly					
21.	Your primary seven pupils can divide numbers and get the expected answers correctly					

Section C: UPE Policy Implementation Environment

Indicate your perception of each statement in the table below by ticking the option that best describes it. Use Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

No.	Statement	1	2	3	4	5
1.	I am able to teach all the lessons assigned to me, irrespective of the class sizes					
2.	The school provides you with all the necessary teaching aids					
3.	Your salaries are paid promptly					
4.	The remuneration given to you motivates you to teach effectively					
5.	You are satisfied with your job as a teacher					
6.	You are committed at work, despite the working conditions					
7.	Your head teacher carries school supervision effectively					
8.	The school provides pupils with all the necessary learning aids					
9.	The school provides pupils with breakfast					
10.	The school provides pupils with lunch					
11.	The district inspector inspects the school as expected					
12.	The sub-county education officers inspect the school as expected					
13.	Parents facilitate their children with the necessary learning materials					
14.	Parents facilitate their children's feeding while the children are at school					
15.	Parents visit the school to encourage teachers to teach their children in a committed manner					
16.	Parents volunteer to participate in supporting the school on its management committee					
17.	Most of the parents attend school meetings whenever they are asked to					

Section D: Home Environment

Indicate your perception of each statement in the table below by ticking the option that best describes it. Use Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

No.	Statement	1	2	3	4	5
1.	When pupils are given homework they try doing it before leaving the school instead of carrying it home					
2.	When pupils take homework, they bring it back undone saying they did not get time to do it from home					
3.	Pupils who do not do homework at home say that their residences are not well-lit					
4.	There are pupils in the school who show that they are mistreated at home					
5.	There are parents who send their children digging instead of encouraging them to do homework or revise their work					
6.	There are parents who send their children into commercial work instead of encouraging them to do homework or revise their work					
7.	Most of the school's parents are educated					
8.	Most of the school's parents value education					
9.	Most of the school's parents have a stable occupation					
10.	Most of the school's parents are happily married					

Appendix V: Pupils' Questionnaire

Introduction

Dear Pupil,

You are requested to answer the questions in this questionnaire as honestly as possible. The information given will be used for purely academic purposes and will be treated confidentially. Feel free when giving your opinions as they will not be used to victimize you in any way. Thank you in advance for your kind cooperation.

Section A: Background Information

Tick in the box that corresponds to the option that best describes your profile.

1. Sex: Male Female

Section B: Level of Enjoyment the Right to Education

For each of the statements in the following table, use the scale given below to tick in the cell corresponding to the option that best matches your opinion.

Response Scale: Strongly disagree (1) Disagree (2) Not sure (3) Agree (4) Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	I do not know of a child who is of a school going age but does not go to school					
2.	I do not know of a child who started with me but dropped out of the school along the way					
3.	I do not know of a classmate who is absent from school most of the time					
4.	I do not know of a classmate who comes to school late most of the time					
5.	All our teachers ask us questions during when teaching classroom lessons					
6.	All our teachers encourage us to contribute ideas to what they are teaching during an ongoing classroom lessons					
7.	All our teachers clarify the ideas pupils contribute during ongoing lessons					
8.	All our teachers give us classroom exercises					
9.	All our teachers give us homework					
10.	All our teachers give us tests					

11.	All our teachers mark the classroom work given to us					
12.	All our teachers mark the homework given to us					
13.	All our teachers mark the tests given to us					
14.	All our teachers give corrections of the classroom work given to us					
15.	All our teachers give corrections of the homework given to us					
16.	All our teachers give corrections of the tests given to us					
17.	I can write words in my local language very well.					
18.	I can write words in English very well					
19.	My handwriting is as good as I want it to be					
20.	I can read a story in my local language very well					
21.	I can read all the words I am asked to read by my teachers					
22.	I can read a story in English very well					
23.	I can write a letter when I am asked to					
24.	I can read and understand signposts					
25.	I can easily write figures in words.					
26.	I can easily read any combination of figures up to one million					
27.	I can count all the figures when I am asked by my teachers					
28.	I can tell the correct amount of balance I should get back when buying different items from shops.					
29.	I can correctly subtract numbers given by teachers					
30.	I can correctly add numbers given by teachers					
31.	I can correctly multiply numbers given by teachers					
32.	I can correctly divide numbers given by teachers					
33.	I always wash hands before taking a meal					
34.	I always wash my hands after using the toilet					
35.	I clean our toilet at home and at school willingly					
36.	I drink boiled water					
37.	I know the importance of immunization					
38.	I know how to prevent malaria					
39.	I know the importance of living in clean environment					

40.	I know how to avoid sexually transmitted diseases					
41.	I respect all people who are fit to be parents					
42.	I respect my parents					
43.	I respect all my teachers					

Section C: UPE Policy Implementation Environment

For each of the statements in the following table, use the responses given below to tick in the cell corresponding to the option that best matches your opinion.

Response Scale: Strongly disagree (1) Disagree (2) Not sure (3) Agree (4) Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	All our teachers teach all the lessons appearing on the school timetable without dodging any					
2.	All our teachers encourage us to consult them whenever any of us is in need of academic assistance					
3.	Our teachers have all the facilities they need to teach us as they desire					
4.	Our teachers show that they love teaching as their job					
5.	The school provides us with all the necessary learning aids					
6.	The school provides us with breakfast					
7.	The school provides us with lunch					
8.	We are less than 50 in our class					
9.	Our head teacher is always available at school					
10.	Pupils who are disabled as not treated well by the school administration					
11.	Your parents/guardian facilitates you with all the necessary learning materials you need to study well					
12.	Your parents/guardians assist you to do the homework given to you at school					
13.	Your parents/guardians ensure that you come to school regularly					
14.	Your parents/guardians ensure that you come to school punctually					
15.	Your parents/guardians facilitate your feeding while at school					

Section D: Home Environment

For each of the statements in the following table, use the responses given below to tick in the cell corresponding to the option that best matches your opinion.

Response Scale: Strongly disagree (1) Disagree (2) Not sure (3) Agree (4) Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	Your parents/guardians send you digging after creating enough time in which you can do your homework or revision					
2.	Your parents/guardians ensure that the home chores you have to perform do not take up all the time you need to do homework or to do revision					
3.	Your parents/guardians send you for selling items or shop-keeping after creating enough time in which you can do your homework or revision					
4.	You comfortably do your homework or even revise when you are at home, without no one trying to sabotage you.					
5.	You are can comfortably do your homework or even revise at home without anyone diverting your attention into immoral behaviour					
6.	Your parents/guardians are educated					
7.	Your parents/guardians value education					
8.	Your parents/guardians have a stable occupation					
9.	Your mother and father live happily together					
10.	Your parents/guardians do not frequently quarrel					
11.	Your parents/guardians do not get involved in excessive drinking					
12.	Your parents/guardian assist you with your homework					
13.	Your home is well-lit					
14.	Your home has enough space from where you can revise or do your homework					
15.	Your parents/guardians provide you with the learning materials you need to do your homework/revision at home					

Appendix VI: Table Computation of content validity Indices for the administered

instruments

Instrument	Rating of questions	Computation
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	Relevant (R)	Irrelevant (IR)	Total (R + IR)	CVR= R/Total; Total = (R + IR)
District Inspector's and Sub-County Education Officer's Interview Schedule	19	4	23	0.826
Parents' Interview Guide	8	2	10	0.800
Interview Schedule For Head Teachers	25	3	28	0.893
Questionnaire For Teachers	54	3	57	0.947
Questionnaire For Pupils	73	2	76	0.974

Appendix VII: Computation of Reliability for Teachers' Questionnaires

Reliability Statistics

Cronbach's Alpha	N of Items
.933	48

Item-total statistics

Variables (note that biographical variables were not included)	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I teach all the lessons assigned to you	.330	.933
I give pupils testing exercises during ongoing classroom lessons	.401	.932
I mark all the testing exercises given to pupils during classroom lessons	.488	.932
I give corrections to all classroom exercises given to pupils	.622	.931
I give homework to pupils	.472	.932
I mark the homework given to pupils	.288	.933
I give tests to pupils during the term	.100	.933
I mark the tests given to pupils during the term	.137	.933
I give corrections to the tests given to pupils during the term	.088	.934
The subject matter I teach pupils is able to equip them with the knowledge and skills they need to fit relevantly in their communities	.684	.930
I do not know of any child who is of a school going age but does not go to school	.045	.934
I do not know of any child who enrolled in the school but dropped out before completing primary seven	.562	.931
I do not know of any child who is absent from school most of the time	.259	.933
I do not know of any child who comes to school late most of the time	.424	.932
Your primary seven pupils can write as well as expected	.595	.931
Your primary seven pupils can read all the words they are expected to know in all the languages of instruction	.276	.933
Your primary seven pupils can count as expected	.330	.933
Your primary seven pupils get all the sums expected of them correctly	-.077	.935
Your primary seven pupils get all the multiplications expected of them correctly	.362	.932
Your primary seven pupils can get all subtractions the expected of them correctly	.595	.931
Your primary seven pupils can divide numbers and get the expected answers correctly	.390	.932
I am able to teach all the lessons assigned to me, irrespective of the class sizes	.548	.931
The school provides you with all the necessary teaching aids	.579	.931
Your salaries are paid promptly	.464	.932
The remuneration given to you motivates you to teach effectively	.305	.933
You are satisfied with your job as a teacher	.180	.933
You are committed at work, despite the working conditions	.484	.932
Your head teacher carries school supervision effectively	-.178	.936
The school provides pupils with all the necessary learning aids	.140	.933
The school provides pupils with breakfast	.206	.933
The school provides pupils with lunch	.589	.931
The district inspector inspects the school as expected	.729	.931
The sub-county education officers inspect the school as expected	.508	.932
Parents facilitate their children with the necessary learning materials	.356	.932
Parents facilitate their children's feeding while the children are at school	.578	.931
Parents visit the school to encourage teachers to teach their children in a committed manner	.421	.932
Parents volunteer to participate in supporting the school on its management committee	.508	.931

Most of the parents attend school meetings whenever they are asked to	.644	.931
When pupils are given homework they try doing it before leaving the school instead of carrying it home	.492	.932
When pupils take homework, they bring it back undone saying they did not get time to do it from home	.747	.930
Pupils who do not do homework at home say that their residences are not well-lit	.709	.930
There are pupils in the school who show that they are mistreated at home	.530	.931
There are parents who send their children digging instead of encouraging them to do homework or revise their work	.643	.931
There are parents who send their children into commercial work instead of encouraging them to do homework or revise their work	.524	.931
Most of the school's parents are educated	.640	.931
Most of the school's parents value education	.651	.930
Most of the school's parents have a stable occupation	.025	.935
Most of the school's parents are happily married	.696	.930

Appendix VIII: Computation of Reliability for Pupils' Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.945	73

Item-total statistics

Variables (note that biographical variables were not included)	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I do not know of a child who is of a school going age but does not go to school	.497	.944
I do not know of a child who started with me but dropped out of the school along the way	.602	.943
I do not know of a classmate who is absent from school most of the time	.386	.945
I do not know of a classmate who comes to school late most of the time	.300	.945
All our teachers ask us questions during when teaching classroom lessons	.340	.945
All our teachers encourage us to contribute ideas to what they are teaching during an ongoing classroom lessons	.504	.944
All our teachers clarify the ideas pupils contribute during ongoing lessons	.476	.944
All our teachers give us classroom exercises	.434	.945
All our teachers give us homework	.357	.945
All our teachers give us tests	.422	.945
All our teachers mark the classroom work given to us	.885	.940
All our teachers mark the homework given to us	.723	.942
All our teachers mark the tests given to us	.712	.942
All our teachers give corrections of the classroom work given to us	.715	.942
All our teachers give corrections of the homework given to us	.702	.942
All our teachers give corrections of the tests given to us	.885	.940
I can write words in my local language very well.	.442	.944
I can write words in English very well	.639	.942
My handwriting is as good as I want it to be	.560	.943
I can read a story in my local language very well	.874	.940
I can read all the words I am asked to read by my teachers	.299	.945
I can read a story in English very well	.474	.944
I can write a letter when I am asked to	.774	.941
I can read and understand signposts	.231	.946
I can easily write figures in words.	.547	.943
I can easily read any combination of figures up to one million	.776	.941
I can count all the figures when I am asked by my teachers	.873	.940
I can tell the correct amount of balance I should get back when buying different items from shops.	.407	.944
I can correctly subtract numbers given by teachers	.270	.945
I can correctly add numbers given by teachers	.686	.942
I can correctly multiply numbers given by teachers	.642	.942
I can correctly divide numbers given by teachers	.435	.944
I always wash hands before taking a meal	.583	.943
I always wash my hands after using the toilet	.662	.942
I clean our toilet at home and at school willingly	.684	.930
I drink boiled water	.642	.931
I know the importance of immunization	.685	.930
I know how to prevent malaria	.752	.930
I know the importance of living in clean environment	.521	.931
I know how to avoid sexually transmitted diseases	.739	.930
I respect all people who are fit to be parents	.361	.932
I respect my parents	-.212	.934

I respect all my teachers	.737	.930
All our teachers teach all the lessons appearing on the school timetable without dodging any	.303	.933
All our teachers encourage us to consult them whenever any of us is in need of academic assistance	.076	.933
Our teachers have all the facilities they need to teach us as they desire	.019	.933
Our teachers show that they love teaching as their job	-.057	.934
The school provides us with all the necessary learning aids	.144	.933
The school provides us with breakfast	.306	.933
The school provides us with lunch	-.164	.935
We are more than 50 in the class	.218	.933
Our head teacher is always available at school	.232	.933
Pupils who are disabled as not treated well by the school administration	.148	.933
Your parents/guardian facilitates you with all the necessary learning materials you need to study well	.270	.945
Your parents/guardians assist you to do the homework given to you at school	.686	.942
Your parents/guardians ensure that you come to school regularly	.642	.942
Your parents/guardians ensure that you come to school punctually	.435	.944
Your parents/guardians facilitate your feeding while at school	.583	.943
Your parents/guardians send you digging after creating enough time in which you can do your homework or revision	.662	.942
Your parents/guardians ensure that the home chores you have to perform do not take up all the time you need to do homework or to do revision	.684	.930
Your parents/guardians send you for selling items or shop-keeping after creating enough time in which you can do your homework or revision	.642	.931
You are not so mistreated at home that you can comfortably do your homework or even revise from there	.685	.930
You are not so sexually abused at home that you can comfortably do your homework or even revise from there	.752	.930
Your parents/guardians are educated	.521	.931
Your parents/guardians value education	.270	.945
Your parents/guardians have a stable occupation	.686	.942
Your mother and father live happily together	.642	.942
Your parents/guardians do not frequently quarrel	.435	.944
Your parents/guardians do not get involved in excessive drinking	.583	.943
Your home is well-lit	.662	.942
Your home has enough space from where you can revise or do your homework	.684	.930
Your parents/guardians provide you with the learning materials need to do your homework/revision at home	.642	.931