# ASSESSING THE FACTORS AFFECTING QUALITY EDUCATION IN GOVERNMENT

AIDED SCHOOLS.

A CASE STUDY OF ST PAUL'S KITOVU PRIMARY SCHOOL.



A DISSERTATION SUBMITTED TO THE SCHOOL OF ARTS AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR OF SOCIAL DEVELOPMENT AND COUNSELLING OF UGANDA MARTYRS UNIVERSSITY

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#### DEDICATION

I dedicate this piece of work to the Almighty God my creator, a strong pillar, inspiration, the mighty source of wisdom, knowledge and understanding. These have enabled me maneuver throughout this long awaited course.

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# LIST OF ACRONYMS

- BOG'S Board of Governors
- EU European Union
- OECD Organization of Economic Cooperation for Development
- P/S Primary School
- PTA Primary Teachers Asociation
- PTD Primary Teachers Diploma
- QE Quality Education
- SET Support to Education and Training
- SFG School Facilitation Grants
- SSAT Specialist School Academies Trust
- UMU Uganda Martyrs University
- UNICEF United Nations International Children Education Fund
- UPE Universal Primary Education

#### Abstract

Quality education is one that gives learners relevant and useful knowledge, attitudes and skills to enable them live better lives with competence and confidence. It is emphasized however, that in order to make this possible the learning process must be positive and helpful where learning takes place. The learners should not merely come to attend school but to get knowledge, attitude and skills that are relevant and useful to them (Veerle H. and Kim Walytens, 2001, Boyle and Bowden 1997).

This research was therefore carried out to assess the factors affecting quality education in government aided schools in St Paul Kitovu P/S in Nyendo Ssenyange division. The objectives of this research were: To examine the role of government in ensuring quality education in government aided schools, to establish the role of structures, committees like P.T.A, BOG in ensuring quality education in government aided schools, to suggest how quality .education can be improved in government aided schools.

Both case study design and descriptive research methods were used. Respondents were selected by use of judgmental or purposive sampling technique. Data was collected using questionnaires and interview guides for the respondents and both Primary and secondary data sources were considered.

Illustrations for data presentation were used, findings were presented in a qualitative design showing how the relevant factors affect quality education in government aided schools.

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#### CHAPTER ONE: GENERAL INTRODUCTION

# 1.0 Introduction

The research is titled, "Assessing the factors affecting quality education in government aided schools; a case study of St Paul Primary school Kitovu, Nyendo-Ssenyange division, in Masaka district. It specifically combines the background, general objective, specific objectives, and research questions, scope of the study, conceptual framework, significance, justification and the conclusion of the study.

#### 1.1 Background of the study

According to A. R. Semana (1997), quality education is one that gives learners relevant and useful knowledge, attitudes and skills to enable them live better lives with competence and confidence. It is emphasized however, that in order to make this possible the learning process must be positive and helpful where learning takes place. The learners should not merely come to attend school but to get knowledge, attitude and skills that are relevant and useful to them (Veerle H. and Kim Walytens, 2001, Boyle and Bowden 1997).

C.E. Beeby (2006) made the first attempt to generate a model for understanding educational theory. He conceptualized quality as having three levels. First, classroom quality, which is concerned with the acquisition of measurable knowledge and learning skills as well as harder to measure behaviors and attitudes, including "habits of industry ... attitudes of respect for authority and love of country.

At the second level, quality education in his view, must serve the economic goals of the community in which learners and live. Related to this, at the third level, he contends, quality is judged by broader social criteria. Thus in his analysis, these last two criteria for quality education are now defined as relevance (Hawes and Stephens, 1990) or "external quality" (UNESCO, 2005).

It is important to note that Beeby's stages of development only concerned the first criteria of quality, i.e. the quality of teaching and learning in the classroom. He was writing at a time when human capital theorists had started developing quantitative techniques to measure the economic benefits of investments in education and hence, was motivated to propose a theory of quality of education to match the sophistication of their statistical analysis. It was also a time when the rapid expansion of particularly primary education provision in low income countries was perceived as a threat to quality.

According to Adams (1993), the outcome of quality education are learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; it encompasses environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.

In addition, quality education must pass on content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition and peace.

He further conceives of quality education as a process through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. The outcomes of this process in his view must encompass knowledge, skills and attitudes that are linked to national goals for education and positive participation in society.

According to A. Grisay and L. Mahlck (1991), another dimension concerning the quality of outcomes in education service provision is the relevance of the knowledge, skills and attitudes students acquire for life after school. This does not

only refer to work and employment, but also to the insertion of young people into the cultural, social and political contexts of the society which surrounds them.

They further assert that the conditions of learning are part of the impeding factors to the attainment of quality education and these in their opinion, an insufficient supply of qualified teachers to cope with the increased number of enrolments; inadequate building facilities, etc.

According to UNICEF (2015), quality education is defined by five elements: the learner's outside experiences, learning environment, content of education, learning processes, and education outcomes. Accordingly, learners must be healthy, wellnourished and supported by their families and communities. The learning environment should be safe, healthy and stimulating. Appropriate education content is relevant to the learner and presented in a well-managed classroom. Learning outcomes should promote participation in society.

According to UNESCO (1996), quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society. In this spirit then, education is at the heart of both personal and community development. For this reason, its mission is to enable all people, without exception, to develop all their talents to the

full and to realize their creative potential, including responsibility for their own lives and achievement of their personal aims. According to this report it is further asserted that Quality education is one of the most basic public services. It not only enlightens but also empowers citizens and enables them to contribute to the maximum extent possible to the community's development process.

The Global Partnership for Education project which supports 65 developing countries to ensure that every child receives a quality basic education, prioritizing the poorest, the most vulnerable and those living in fragile and conflict-affected countries. In its 2017 report on quality education, it asserted that there has been tremendous progress across the world since the positive side, the number of children 2000. On and adolescents who were out of school has fallen by almost half since 2016. In addition, the report affirmed that the greatest progress had been achieved in gender parity, particularly in primary education, although gender disparity remains in almost a the countries with data. Governments have also third of increased efforts to measure learning outcomes through national and international assessments; using these to ensure that all children receive the quality of education they were promised.

The Education for Development report by WOB (2015) clarifies that good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing. The learning outcomes that are required vary according to context but at the end of the basic education cycle they must threshold levels of literacy and numeracy, basic include scientific knowledge and life skills including awareness and prevention of disease, capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process.

According to the Education for All Global Monitoring Report (2005), in the Quality Imperative (EFA: GMR), two principles were brought up to characterize most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. The second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development.

According to Mialaret (1985), the quality of education is reflected in the fit between, on the one hand, the expectations of society expressed in the general and specific objectives of

education, and, on the other, the actual characteristics of the educational process and the changes observed at the student level.

According to UNESCO(2014), in developing countries like Tanzania the quality of education entails ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills. It is for this reason that Tanzania acknowledges that quality education is the bedrock of national development. For this reason, the Ministry of Education and Culture in Tanzania in 2011, as a response to global challenges and local needs, adopted its vision as "Be a nation with high level of education at all levels; a nation which produces the quality and quantity of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, in order to meet the challenges of development and attain competitiveness at regional and global levels.

It is noted in the same report that, the attainment of quality education remains a national objective for Tanzania's policymakers as this enables the achievement of various other goals at governmental level. Because of this dire need for quality education, Tanzania increased its spending on education

and financed large-scale classroom construction programmes and abolished primary school fees in 2012.

Fleisch, Van der Berg, Taylor and Yu (2009), noted that within South Africa, the quality of education varies widely. The majority of children are located in the historically disadvantaged system, which still serves mainly black and children. in these colored Learners schools typically demonstrate low proficiency in reading, writing and numeracy. second sub-system consists mostly of schools The that historically served white children and produces educational achievement closer to the norms of developed countries. This second system serves mainly white and Indian children, although black and colored middle class children are increasingly migrating to these schools. In the country, quality is ensured through literacy and numeracy testing within the National School Effectiveness Study (NSES). Thus, by early primary school, historically black schools already carry an children in educational backlog equivalent to well over two years worth of learning. This motivates urgent attention to issues of quality at the primary school level and even earlier in Early Childhood Development (ECD).According to Dakar Framework for Action (2000), clarifies that quality education determines how much and how well children learn and the extent to which their education

translates into a range of personal, social and developmental benefits. Goal 6 of the framework emphasizes the need for a stimulating pedagogy. Thus, it is the teaching and learning process that brings the curriculum to life that determines what happens in the classroom and subsequently the quality of the learning outcomes.

According to S Auguste, M Echart, F Franchetti ( 2008), the quality of education in Argentina has deteriorated as a result of low investment and lack of appropriate policies. Education in this country seems not to be providing equal opportunities any more, deepening the pattern of increasing inequality observed in the last decades, in a globalized world where human capital is the key to economic development and quality of life. As a consequence, the country is falling behind the world and the region.

### 1.2 Problem statement

Although Uganda has achieved near-universal enrolment in primary schools (96 percent of 6-14-year-olds have attended school, compared to less than 20% before the introduction of UPE in 1992), (Lloyd, Kaufman, & Hewett, 1999), the current educational data show that the surge in primary school enrolment has not been matched by quality performance in the country. This is

evidenced by the persistent decline in the academic performance of the primary pupils who enroll and complete from government aided schools. Coupled with this, are the low learning levels. For example in 2011, ASER, found nine out of 10 grades, 3 students were unable to read a grade 2 story in English. In this context important to note is that grade two here represents basic skills. The same report found out that one in five were unable to recognize letters of the English Alphabet (Uganda Rural Development and Training Program, 2017)

On the same note, the Southern and East African Consortium for monitoring Education Quality in 2010 found out that 10 %of grade six students could not read at the expected level (SACMEQ, 2010). Thus this study seeks to assess the factors responsible for this poor quality education manifested through poor pupil's academic performance in government aided schools.

#### 1.3 General objective

The general objective of the study was to assess factors affecting quality education in government aided schools ; a case study of St Paul Primary school Kitovu, Nyendo-Ssenyange division, in Masaka district.

# 1.4 Specific objectives

This study was guided by the following objectives;

- i) To examine the role of government in ensuring quality education in government aided schools.
- ii) To establish the role of structures, committees like P.T.A,BOG in ensuring quality education in government aided schools.
- iii) To suggest how quality .education can be improved in government aided schools.

### 1.5 Research questions

The study was guided by the following research questions

- i) What are the roles of government in ensuring quality education in government aided schools in Uganda?
- ii) What is the role of structures, P.T.A, BOG, parents and teachers in ensuring quality education in government aided schools in Uganda?
- iii) How can quality education be improved in government aided schools in Uganda?

### 1.6 Significance of the study

Findings from this research will be instrumental to those involved in the provision of education service more especially

the ministry of education and sports to identify better ways on how to improve quality education.

The findings of this research would also add on the existing literature that would help other interested researchers on quality education in Uganda. Through this research undertaking, gaps have been identified which will inspire other scholars into issues pertinent to quality education in the country and region at large.

This research also provides data that can help to assist community planners, policy makers and implementers in communities to come out with proper policy actions based on factual data about how quality education can be improved community.

Lastly, upon completing this research paper, the student will be awarded a Bachelor's degree in Social Development and Counseling of Uganda Martyrs University.

#### 1.7 Scope of the study

The study enters on the provision of education service in Uganda but specifically looks at quality education in government aided primary schools in the country. The study specifically looks at the factors that affect quality education provision in the government aided schools. For purposes of precision and due to financial limitations,

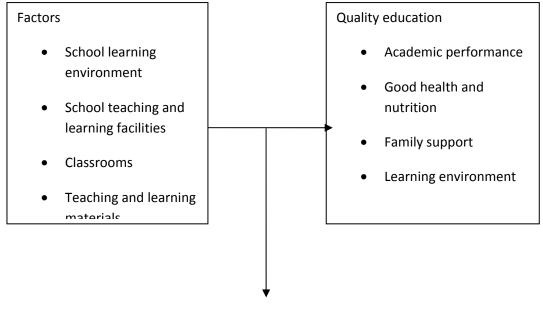
the study took on St Paul's Kitovu Primary School in located in Nnyendo Ssenyange division in Masaka District. In terms of the time frame the study took on 2010 to 2013. This timeframe was taken on given the fact that this is the time when the school registered significant decline in the pupil's academic performance

# 1.8 Conceptual Framework

Figure 1: The conceptual framework showing factors affecting quality education in government aided schools

Independent variable

Dependent variable



# Intervening variable

- Political stability
- Government policies
- Class size

This figure above is the conceptual framework which shows the relationship between the independent and dependent variables as well as intervening variable. According to this illustration, the independent variables are factors that affect quality education and these include among others the school learning environment, the school teaching and learning facilities, the classrooms as well as the teaching and learning materials. These have significant bear significantly on the quality of education which is the dependent variable.

In the context of this study, quality education which is the dependent variable is comprised of academic performance which is measured in terms of academic grades obtained by students upon sitting for primary Leaving Examinations as well as good health and nutrition. For the student to realize this, however the government must legislate and enact favorable and conducive policies as well as ensure that there is political stability in the country so that pupils can easily access the schools. These constitute the intervening variables that also have an impact on both the independent as well as the dependent variables.

#### CHAPTER TWO: LITERATURE REVIEW

# 2.0 Introduction

This chapter looks at different sets of literature that were reviewed according to different scholars that have written and published academic articles and journals on quality education. In effect, the concept and components of quality education have been explored first. Articles on the role of the government in ensuring quality education have been reviewed next, followed by the role of structures, committees like P.T.A's, BOG's in ensuring quality education and lastly the strategies adopted elsewhere to improve on the quality of education in different countries have been reviewed last in this section of the dissertation.

According to UNESCO (1990), quality of education includes liberty, numeracy and life skills which are inculcated through teachers, content, methodologies, curriculum, examination systems, policies, management and administration. With these definitions, education is expected to make a contribution to a sustainable human development, quality of life at individual, family, societal and global levels. With this conception the later publication of UNESCO (2004) stresses that education is a human right. Thus, participation in a high quality of education

is an important end in itself. Through participation in education, the learner is empowered to claim and practice other human rights.

According to Ngaka, Willy (2006), because of this fundamental right, the government of Uganda in 1997 introduced free primary education. The primary purpose for this program was to improve pupil's enrolment and attainment in primary schools. on Initially the program was meant to benefit four children per household but due to the complexity of most Ugandan families, that is, most of them having more than four children, the system evolved into absorbing all school going children. This trend paused serious operation and managerial challenges as high influx of pupils were registered in schools causing high demand for learning materials, teachers and infrastructure. Α combination of all these challenges culminated in poor quality education, low pupil achievement, untrained teachers, and improper infrastructure as well as poor classroom setting.

As part of the Universal Primary Education policy (UPE) introduced in Uganda in 1997, a 'capitation grant' programme was introduced in all schools in the country. This grant has also been occasionally supplemented in some schools by school

facilitation grants (SFG), channeled mainly into maintenance and improvement of infrastructure.

# 2.1 Role of the government in ensuring quality education in government aided schools

According to Natalie Boyd (2013) there are three specific roles that the state government plays in education. One of the major roles that the state government does is to set policy to guide schools and districts within the state. For example, the state government might set standards for what should be accomplished at each grade level.

The other role that the state government can do is to 'advocate. This function has to do with ensuring that schools are providing a quality education for all students. For example, the state government usually establishes statewide assessments to hold educators accountable for students' learning.

The third role that the state government performs in ensuring quality education is that of a liaison between educators and the public and politicians. For example, when the public votes to change educational policy in a state, it is the state government that actually changes the policy to reflect what the new law in the state is.

Still according to Natalie Boyd (2013) the state government performs the function of setting statewide curriculum and standards, the state government usually sets standards for each grade in the state. They might say, for example, that all eighth graders should take basic algebra, establishing high school graduation requirements.

In addition to standards set for each grade, the state government also usually sets the standards that must be met in order for a student to graduate from high school. For example, the state might say that all students must pass a test or that they must take certain classes in order to graduate, determining qualifications for educators.

The state government also often decides what teachers have to do in order to become certified. For example, the state might say that teachers need a specific degree or pass a certain test in order to become a certified teacher.

The state government also performs the function of establishing statewide assessment and accountability. This they do through establishing statewide tests used to assess students and hold schools accountable, implementing and in doing so they ensure that no Child is Left Behind.

In India according to Subhash C. Khuntia (2016), the government initiated a process whereby, every year, children are assessed through a National Achievement Survey. This covers students in schools government schools, government aided and private schools. The primary purpose of the survey is to provide schools an opportunity to understand their student's performance against the benchmarked learning goals. Based on the results, schools develop a school level plan to improve the learning levels. Such a survey creates a positive environment focussed towards improving learning outcomes. The feedback for the teachers and students is immediate so that they can take timely action to address the learning gaps; track the performance of students over the period of time and provide systemic feedback to developers, teacher training institutions curriculum and educational administrators about the health of educational system. This is essential for educational quality improvement in the country.

According to the Ministry of Education (2017), in Swaziland the government to address the issue of quality the Ministry continues to provide schools with qualified teachers and to mount in-service courses to keep serving teachers up to date with the latest approaches in teaching.

Recognizing the increasing demand for primary school teachers, the Ministry has increased enrolments at Ngwane Teachers College (a primary school teachers' college) to sizeable proportions. Furthermore, the Ministry has also introduced a Primary Teachers' Diploma (PTD) at William Pitcher Teachers College in order to expedite the training of teachers at primary school level. The Ministry has also continued with the provision of learning materials (textbooks and stationery- primary schools), infrastructure, furniture and equipment to schools. In collaboration with the Ministry of Natural Resources and Energy, and the Ministry of Public Works and Transport, the Ministry of Education continues to provide electricity to schools in the rural areas with the view to improve pupils' learning outcomes and education relevance through the introduction of amongst others computer studies, and technical and vocational subjects.

In addition, the box libraries provided by the Support to Education and Training (SET) programme in Swaziland which is funded by the European Union (EU) to all primary schools in the country, will help improve children's reading and writing skills and further improve the quality of teaching and learning at this level and at higher levels of education. The concept of School Development Plans and School Performance Reports, which is currently implemented in all schools under the Capitation Grant

scheme, will be expanded to cover all schools so as to enhance management and performance level in the schools.

The Swaziland government too played a role in the provision of schools infrastructure i.e. classrooms, computer laboratories and science laboratories but biased in favor of rural schools. The rural-bias is driven by a clear underlying rationale: to improve educational outcomes of schools in rural areas and to achieve equity in the provision of quality education. The Ministry seeks to make sure that schools that were previously disadvantaged and lacked the requisite infrastructure and facilities to attract qualified teachers are given more attention. This move will also ensure that all schools, regardless of their location, are fully utilized and that the country benefits from the current favorable averages in teacherpupil ratios.

Still in the Swaziland government, as the global economy rapidly changes and new technologies are introduced; more appropriately educated/trained human resources are required. The Government of Swaziland continues to recognize the importance of relevant education and skills in the transformation of the economy. To this end, efforts are being made to broaden the curricula at general school level and to re-align programmes at postsecondary level.

# 2.2 Role of structures and committees in ensuring quality education in government aided schools.

One of the structures in the school setting is the Parents Teacher's Association (PTA). According to Okumbe (2001), Parents Teachers Association is defined as an organization made up of parents and teachers of a school. The main objective of any PTA is to help enrich the educational environment and learning experience of all students through parents and teachers involvement. In his opinion, PTA can engage in various activities such as providing support or input to major school events. Channel parents' views on school policy issues to the school administration. They can also assist to organize and supervise co-curricular activities, fund-raise for their schools and enhance students' discipline. These various identified functions have a direct link to ensuring quality education in schools since their interventions relate to the student whose performance is a basis upon which quality education is measured.

He further contends that the structure is charged with the responsibility of working for the wellbeing of every student of the institution, in the home and in the society. At this, it is imperative to note that unless the child is treated well, that is, if he or she can have for example access to all the basics of life, then this student can perform well in academics.

Contrally is the fact that if these basics are deprived of the child, hardly cans this child perform.

The other function that the structure performs is enhancing awareness and understanding of parents to the fact that they have a vital role to play in the provision of quality education. To this effect, they encourage parents' involvement in improving the standard of the institutions. It is also their duty to create awareness among the people involved that optimum use should be made of the educational facilities being offered by the government.

According to UNESCO (2004), the role of the teacher, especially in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as a crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality of education in general and in particular teaching and learning. UNESCO emphasizes that teachers have the strongest influence on learning and on a wide variety of other quality factors within schools. Leu and Price-Rom (2005) contend that, teacher quality, teacher learning, and teacher improvement, are becoming the foci of researchers, policy makers, program designers, implementers and evaluators.

UNESCO (2004) adds that since quality education is attributed to teachers, there are five crucial areas of interventions to teacher quality, concerning their role as contributors to quality education. These interventions are (i) finding the right recruits; (ii) initial teacher education; (iii) ongoing professional support; (iv) teacher earnings; and (v) teacher deployment and conditions of service.

Educational institutions as well as policy makers have labored to bring about quality education in the way they review policies and approaches. The Organization of Economic Cooperation for Development (OECD, 2001) observed that creating quality awareness among teachers is essential for them to contribute to quality education. Quality awareness and self-evaluation is an ability to reflect on teaching, critically examine the methods used and look for 46 alternative ways of teaching. This helps teachers to improve their teaching methodologies and approaches.

According to a study by Khaliotis (2010), parents have become more involved in their children's education. There is a shift away from seeing a child's education as mainly or wholly the responsibility of schools to seeing it as the joint responsibility of schools and parents.

Desforges and Abouchaar (2003) in the 2007 survey of parental involvement in children's education found that 51% of parents felt very involved in their children's school life, compared to 29% just six years previously have observed that parental involvement in the child's education means involvement in a range of activities such as participation in school activities, helping the child with homework and parent-child discussion. The authors conclude that parental involvement in form of at home interest and support is a major force in shaping pupils" educational outcomes.

Similarly Harris and Goodall, 2008) in the Specialist School Academies Trust (SSAT) distinguishes between parental involvement, where schools involve parents in school-related activities, and parental engagement, where parents and teachers work together to improve learning. In fact, by supporting their child's learning in the home, parents can make the maximum difference to children's academic achievement. In addition, although parents" involvement in the child's education is now encouraged worldwide, it is also significant to note that not all parents are active.

Desforges and Abouchaar (2003) still point out that, parents who are more involved and active tend to be from a higher social class, have higher maternal education qualifications, live in two-parent households, have lower material deprivation, have good maternal psychological health, have younger children and have children who take a very active role in mediating between parents and schools. Most of these parents are women, who have children with a special educational needs statement.

2.3 Strategies to improve quality education in government aided schools.

#### Teachers

Dr. Subhash C. Khuntia(2016) asserts it that children are at the centre of school education, it is the teacher who plays the most critical role in ensuring learning among children. However, there are still schools having single teachers or inadequate number of teachers. For this State governments need to redeploy teachers for equitable distribution and also have an annual schedule of recruitment of qualified teachers, so as to replace the retiring teachers. The school system needs to attract bright students to the teaching profession.

#### Classroom Processes

Still according to Subhash C. Khuntia (2016) classrooms have the strongest association with learning achievement of children, and include classroom management, effective student teacher interactions, and quality of instruction; structured teaching and nature of activities focussing on learning. Ensuring regular attendance of students as well as teachers in the classroom is a pre-condition for the same. The model for improving learning outcomes needs to focus on clearly benchmarking expected learning outcomes for every class and every subject, easily understandable by teachers, school heads and widely disseminated among parents and community.

#### Evaluation and Assessment

The need to assess the learning progress of a student according to Dr. Subhash C. Khuntia(2016) is one of the primary roles of a teacher. Regular and continuous assessments of students in the classroom are meant to provide, feedback to the child and parents, feedback to the teacher, remediation for addressing the learning deficit among children. A robust classroom based learning assessment mechanism can ensure that both the teacher and the student are focussed on learning.

#### School Effectiveness

government of India according to The Dr. Subhash С. Khuntia(2016) gives it that for schools to perform effectively, empowerment of the school head is crucial. Government of India has suggested State Governments to take steps to develop a separate cadre of school headmasters. With a full time head teacher in place capacity building can be done in a targeted manner. In order to nurture the leaders for the schools of tomorrow, the National Centre for School Leadership at NUEPA has training package, which is developed a currently being implemented across the country. Plans are afoot to set up Leadership Academies in States that would be able to meet their State needs. Schools need to be continuously assessed in various dimensions so that the need for improvement is internalized. (Dr. Subhash C. Khuntia(2016).

#### School Infrastructure

According to Subhash C. Khuntia (2016) infrastructure concerns looking at schools to be more than just buildings and classrooms. For a school to have basic learning conditions it must have electricity, functional library and reading corners; science labs; computer labs, and toilets. All States and UTs have been advised to ensure electricity in all Secondary Schools

in the current year itself while the remaining schools may be covered within a short time frame.

#### Community Involvement

Dr. Subhash C. Khuntia(2016) stated that in a large and diverse country like India the key to success is decentralization of decision making and accountability. In case of school education, communities play a vital role in school management through the School Management Committees. So far these committees have been involved in provisioning of inputs like construction of school building etc. Moving ahead the School Management Committees will need to be strengthened to hold the school accountable for their children's learning. Parents and SMC members will need to be aware of the class wise learning goals; efforts like SMC meetings, social audits meetings on school education would need to assess student learning. In order to ensure that moving forward parents and community members can hold schools accountable for their child's learning, efforts are on to prepare class wise learning goals in easy to understand language and the plan is to display these in the school and also do a wide dissemination.

In summary, Dr. Subhash C. Khuntia(2016) contends that sschool environments are of critical concern in as far as the quality education is concerned. Safe and comfortable environments are

important and mandatory to enhance quality of education, the teacher's role is considered the engine of quality with special emphasis on teacher training, professional development, teacher's status and educational resources, school leadership is also an important factor; it supports and motivates teachers and students in their efforts of teaching and learning, parents/guardians and the community are key collaborators in schools by their involvement in activities, and providing financial and academic support for learners" achievement.

#### CHAPTER THREE: RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter introduces the study design, population, the sample size, sampling procedure and area of study; data collection tools, data management and analysis were conducted. Besides, it presents the ethical issues, quality control plus the inclusion and exclusion data criteria.

## 3.1 Study design

In regard to this, the researcher employed a case study design which is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic.

It is relevant in this study since it will give some indications and allow further elaboration on the factors that affect the delivery of quality education in Ugandan government aided schools. In effect, the study employed both qualitative and quantitative approaches of data collection from primary to secondary sources.

According to Yin (1994) describes the design as one of the research designs in which researchers select one entrust of a case for an in depth study and Anol (2012) presents it as the in depth investigation of a problem in one or more real life settings over a certain period of time. Therefore, within Masaka district in Nyendo Ssenyange division there are various government aided schools but one school was selected that is St Paul Kitovu P/S that can be essential for the study. Data was collected from the above school for an in depth study on the presented topic (as the design argues).

#### 3.2 Study area

The study was conducted in Masaka, Nyendo Ssenyange division, Masaka municipality, Masaka district. The division has various government aided schools but St. Paul's Kitovu Primary school was chosen among all. The curiosity was the easiness to get information from the respondents whom she is could easily get in touch with.

# 3.3 Study population

Information in form of raw data was obtained from the school head teacher, Deputy Head Teacher and teachers. In addition, information was also obtained from the inspector of schools both at the district as well as at the diocese, District Education

Officer as well as school management committee and Parents Teachers' Association. These were considered for this study just because they were believed to have information pertinent to quality education in government aided schools.

#### 3.4 Sampling procedure

Purposive sampling technique was the one used in the conduct of the study. Onen (2005) defines non-probability sampling as a process that is based on to select participants on the basis of characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. Amin (2005) argues that this type should be used by the researcher to point out essential issues that the research should not miss. Thus the strategy has been used to handle head teachers, teachers, non teaching staff and social Here respondents were selected basing on workers. their positions, and accessibility in the places of work in response to the information the research needs. Therefore, in this case, head teachers, who are in charge of the overall administration of the school, teachers who teach in the schools, the inspector of schools both at the district as well as at the diocese, District Education Officer as well as school management committee members and Parents Teachers' Association members were involved in the study.

#### 3.4.1 Sample size

The research initially targeted a maximum of 50 respondents but could only canvass views and opinions of 30 respondents only. Respondents will include the head teachers, teachers, the inspector of schools both at the district as well as at the diocese, District Education Officer as well as school management committee and Parents Teachers' Association.

Respondent	Number of respondents
Inspector of schools	2
Head teacher	1
Deputy head teacher	1
Teachers	10
School Management Committee	4
Members	
PTA Members	7
Total	25

## 3.5 Data collection methods and instruments

### 3.5.1 Questionnaires

Questionnaires consisted of a set of questions that were set by the researcher with the intention of receiving vital information. These were closed ended questions and in this regard, questionnaires were distributed to PTA and School Management Committee members which they filled by themselves. This is because all this category of personnel is believed to be learnt and so they can read, interpret and answer the questions by themselves. Also they can be proficient to state their opinions generously about the variables under the study.

## 3.5.2 Interview

Interviews were held with the Head teacher, the Deputy Head teacher, the teachers and the inspector of schools. This is because these categories of respondents were technical in matters pertinent to quality education given the fact that they are professionally trained in the education service provision

## 3.6 Quality control

## 3.6.1 Validity

Validity of a research instrument is the extent to which the instrument measures what it is intended to measure. Amin (2005) In this case, conceives the study's validity as the extent to which the information obtained is what is intended. Therefore, Validity of this research was ensured by pretesting both the questionnaire and the interview guide among my fellow course mates. The ultimate purpose for this undertaking was to identify

anomalies in these tools so that the identified errors would easily be corrected before administering them to the wider community from whom information is meant to be obtained.

## 3.6.2 Reliability

This is the extent to which data collection methods yield consistent findings. In order for reliability to be ensured, the researcher used more than one method of primary data correction. As a consequence, in case an issue would have been missed out during the interview process then could easily be captured through the use of questionnaire.

# 3.7 Data management and processing

In light of this, data that was collected by use of questionnaires was first checked for entirety and coded, tabulated and fed into the computer for analysis. On the contrary, the data that was collected using the interview guide was restructured in line with the specific objectives and also checked for accuracy, fullness, reliability and legibility.

## 3.8 Data Analysis

Qualitative data from the interview guide was adjusted and arranged into themes. Content analysis was done to ensure

competence and reliability of the information. For Qualitative data, it was analyzed using special package for social scientists (SPSS) to bring out its significance in procession with the research questions.

## 3.9 Ethical considerations

First, the researcher requested for a formal permission from the University. This was in form of a letter that introduced the researcher to the school administration to enable her obtain data from the respondents at the school, the district and diocesan administration as well as the committee members.

Secondly, while obtaining information from the respondents, the researcher ensured that she respects respondents by first and foremost seeking their informed consent before they could participate in the study.

Thirdly the researcher ensured that the information she obtained from the respondents was used purely for academic purposes only.

Lastly, in case any respondent preferred anonymity in giving pertinent information, the researcher endeavored to abide by the respondent's preference.

#### 3.10 Limitations and Delimitations of the study.

It was not easy to trace and interview the head teacher on what the exact factors that have affected quality education because she feared to provide the best information needed for fear of being branded as critical to government services. However, the researcher overcame this by assuring the head teacher that the information she provided during the interview session would be treated with utmost confidence. This was further compounded by the fact that while the researcher conducted the interview session, she did not have any recording apparatus that would scare off the respondent.

The researcher encountered a challenge of locating the district inspector of schools because of his busy schedules. The researcher had to make several appointments until she could finally meet him for an interview session.

The researcher encountered financial constraints during the process of writing this research paper. This was because she did not have any formal employment where to earn from yet the cost of printing and transport to meet the academic supervisor was high. The researcher overcame this challenge by seeking financial support from the parents coupled with obtaining printing services from one colleague who had free printing services at her place of work.

Time was another limiting factor given the fact that the student had to undertake internship training at the same time writing the dissertation. The researcher overcame this limitation by reconciling her time schedules. Accordingly, she ensured that during the day she would attend to internship training while the evening and weekend hours, she spared them for research writing.

#### Conclusion

This chapter presented the study design, population and area of study, the sample size, sampling procedure, data collection tools, data management and analysis will be obtained. It also shows the ethical issues and quality control of the research

#### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

## 4.0 Introduction

Chapter four was presented basing on the objectives that were generated in chapter one of this study. It entails presentations; analysis and discussion of the findings, the findings presented here were based on the responses provided by respondents. The research was both qualitative and quantitative based on the research questionnaire.

The chapter first discusses the socio-demographic characteristics of the respondents and thereafter presents the responses to the research questions that guided the data collection exercise.

## 4.1 Social Demographic Characteristics of the Respondents

The researcher analyzed the major characteristics of the respondents in order to have a general interpretation of the findings based on their responses. The study considered the following as the key characteristics; gender, age and positions.

#### Table 1: Gender Distribution

Gender	No of respondents	Percentage of the
		respondents
Male	9	36
Female	16	64
TOTAL	25	100

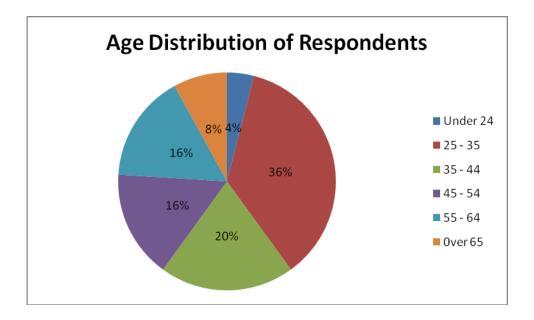
Source: Field Data

From the data above, 36% of the respondents were Males compared to the 64% Females. This indicates that the study was gender representative. However, the female gender was more involved in the research than the males. These statistics are explicable in the context of the fact that in Nyendo Ssenyange there has been several efforts to bring about women empowerment and as such women are very passionate about educating their children since education is one way through which empowerment can be enhanced. Coupled with this, is the fact that women as mothers, have higher affinity to educating their children thus their higher composition at school management committee and Parents Teachers' Association.

# 4.1.1. Age distribution

The researcher also considered studying the age distribution of the respondents in order to gain the differing interpretation of the factors affecting quality education in government aided schools.





Source: field data

From the data above 36% of the respondents were falling between the age of 25 to 35 years, followed by 20% of the respondents between 35 to 44, 16% of the respondents between 45 to 54 and 55 to 64, 8% of the respondents were over 65 years and lastly 4% of the respondents were under 24 years. The above findings indicate that the study was dominated more by the youths between the age of 25 to 35. These statistics could be explicable in the context of the composition of the study population of which majority were teachers (40% of the study population) who are directly involved in the delivery of quality education. Important to note too is the fact that this age bracket is very productive and dynamic.

## 4.2 Conception of Quality Education

Given that the research was based on the factors affecting quality education in government aided schools, the researcher went ahead to establish the respondents understanding of quality education based on their own contexts, they responded to a close ended question that provided options from which to choose, the options included; Excellent teacher selection and training, excellent curriculum, excellent preparations, students achievement, students performance, excellent infrastructure with management and the responses were as follows;

Opinion	No of Respondents	Percentages
Excellent teacher selection	0	0
and training		
Excellent curriculum	7	28
Excellent preparation	0	0
Students achievement	6	24
Students performance	7	28
Excellent infrastructure with	5	20
management		
TOTAL	25	100

## Table 2: Conceptual Understanding

Source: Field data

From the data presented above, 28% of the respondents conceive of quality education in terms of students' performance, In an interview with the head teacher and her deputy, it was revealed that in their community, the general conception of quality education has to do with the grades the students obtain upon completing the primary seven education cycle.

The same study revealed that 28% of the respondents perceive quality education in terms of excellent curriculum which in this context refers to the content of the different subjects that were taught to these students. Thus for a student who excels upon completing this cycle is assumed to have had well packaged classroom content.

The other conception or parameter against which the respondents measured quality education was students' achievement specifically looking at what the student can do upon completing the primary cycle. According to the study findings, 24% of the respondents perceived quality education in terms of students' achievements.

Lastly, the other dimension through which quality education is conceived of is by community members where the study conducted was through excellent infrastructure and school management. The respondents tended to associate the availability of good infrastructure like classroom blocks to quality education and thus 20% of the respondents conceived it in this sense.

It can thus be concluded that in the context of this study population, quality education means students' performance in terms of results obtained upon completing the primary cycle, excellent curriculum prepared and delivered to the students by the teachers, student's achievement after pursuing their education career.

# 4.3 Role of government in ensuring quality education in government aided school

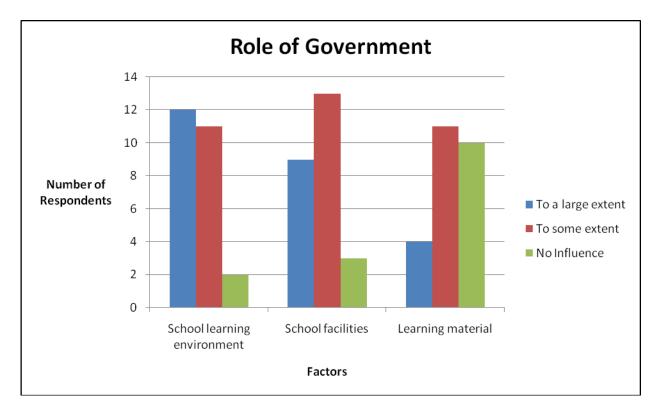
The first objective in this study was to examine the role of government in ensuring quality education in government aided schools. A number of questions were asked to establish its role. But first of all the researcher wanted to find out if the government actually helps in ensuring the quality education in government aided schools, this was done through a close ended question in which the respondents answered with yes or no.

Table 3: To find if government plays a role in ensuring quality education

Response	No of respondents	Percentage
Yes	23	92
No	2	8
TOTAL	25	100

Source: Field data

From the table above 92% of the respondents agree that government plays an important role towards ensuring quality education in government aided schools, this means that government is actually acknowledged for its contribution in the above.



Source: Field data

From the graph above, 12 respondents agree that government facilitates quality education to a larger extent through school learning environment which constitutes of the availability of security in the school for example a well fenced school, a security guard who ensures safety of the children and the necessary materials for example those used in co-circular activities like the balls to help children use during their leisure times and a good learning environment provides the children to effectively learn because they have the necessary materials.

Secondly, 11 say to some extent because the government doesn't provide all the necessary materials in that it provides a little and then the school also has a role to add on what it has provided.

Lastly, 4 respondents agree that the government has no influence to quality education in government aided schools because its role as a government is to provide funds for the school and each item is given a proportion of money. It doesn't cater for all the activities.

It can be concluded that government plays a big role in ensuring quality education in government aided schools, by facilitating a good learning environment like peace and security because if children have a well fenced school that avoids thieves from entering the school and have the necessary materials to be used in co-circular activities during their leisure time quality education can be achieved, sanitation and hygiene facilities among others.

13 of the respondents agree that government facilitates quality education to some extent through school facilities such as classrooms, toilets that are favourable which help the children have a wider space to learn and also to prevent diseases which makes these children sick and fail to attend classes hence poor quality education, 9 to a large extent and 3 say government has

no influence. It can therefore be concluded that government facilitates quality education in government aided schools through providing school facilities like appropriate buildings and other infrastructure.

Towards provision of learning materials 11 say that government provides these to some extent while 10 say that government does not provide for these at all. It can therefore be concluded that government does not appropriately provide for learning materials like scholastic materials, which are important in ensuring the achievement of quality education.

From all the above it can be concluded that government to a large extent facilitates quality education through a good learning environment and learning structures, it however lags behind in the provision of learning materials like tex books and hence the parents are obliged to provide books and pens for their children.

# 4.3. Role of structures in ensuring quality education.

Government aided schools have structures like Parents and Teachers Associations and Board of Governors, the researcher wanted to find out if these facilitate quality education in these schools. The respondents were asked a close ended question

to which they gave ways how these structures ensured quality education.

The responses reacted to include the following; Academic performance, Good health and nutrition, Family support and Learning environment. Their responses are indicated in the chart below;

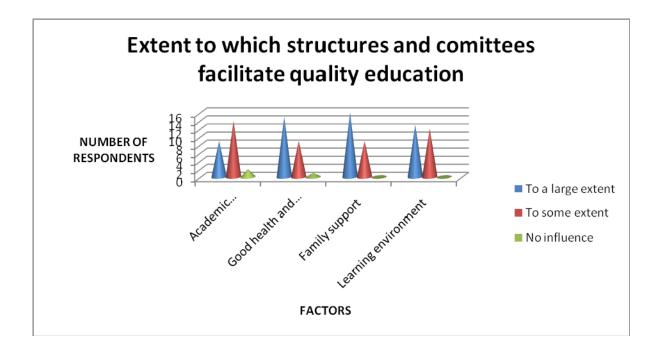


Figure 4: Role of Structures and Committees

From the data presented above, 14 respondents agree that committees and structures help to ensure academic performance only to some extent, while 10 agree that it facilitates academic performance to a large extent.

Source: Field Data

15 respondents agree to a larger extent that these structures ensure good health and nutrition in such a way that these committees plan on how the school would favour the children by bringing up various ideas for development, while 9 agree to some extent for quality education.

To a larger extent, 16 respondents agree that structures ensure family support because if parents and teachers come up together to discuss on the issues concerning their children's well being for example the issue of lunch time parents were failing to pay for their children lunch claiming that the government provides so of the PTA sits with the parents they do discuss , while 9 agree that the same structures ensure family support to some extent because it's the parents role to know what's best for his or her child to acquire a better quality education.

Through a good learning environment, 13 respondents agree that to a larger extent the structures facilitate quality education, while 12 agree to some extent.

In conclusion, from the data above its explainable that structures and committees like P.T.A and B.O.G are pertinent towards ensuring quality education through academic performance of pupils in final exams, appropriate health and nutrition for both students and teachers through providing the best meals for both parties to effectively deliver knowledge to the children

and also the children to learn well with a good diet, proper family support for the pupils from the parents by paying the necessary money to help on the children's education and also a good learning environment with peace and security , only a few respondents cited the roles of these committees and structures to a small extent in the above factors.

However another way that was raised by a respondent was that these committees also emphasize the discipline of both teachers and pupils to as to achieve quality education in government aided schools. 4.4. How quality education can be improved in government aided schools.

To ensure quality education, the researcher wanted to establish measures through which quality education can be improved in government aided schools. The researcher first identified challenges that are faced in the struggle to ensure quality education, to this the respondents gave answers to an open ended question to which they gave they gave the following opinions;

The greatest number of respondents cited that some pupils go without lunch; the reason behind this is that since it is a government aided school, parents believe that the government provides everything at these schools including meals which are not the case. Some of the parents cannot afford the meals for their children since they only go with only one meal a day back at home. This affects quality education as the pupils attend classes with empty stomachs and they end up dozing in classes hence loosing attention to teachers' explanations. Therefore the pupils do not benefit from their time at school in addition to falling sick since they become malnourished hence affecting their physical or mental health and general performance.

The government policy of direct promotion also affects quality education in government aided schools. The government prohibits pupils from being retained in their classes basing on their

performance. This affects quality education as the pupils continue to other classes without understanding the concepts in their previous classes. This continued promotion of the pupils that is not based on individual assessment affects their performance throughout their education levels as the type in Uganda is systematic in nature.

The other challenge that was raised is the teacher student to ratio, the number of pupils attended to by a single teacher is not appropriate, for example a class may hold more than 200 pupils being attended to by a single teacher at a time. The teachers end up not being efficient to accommodate the big number given the limited recruitment. The discipline, attention and performance become difficult to effectively monitor by the limited number of teachers which affects their performance.

The respondents also raised an issue of pupil absenteeism as a challenge to quality education in government aided schools. Both parents and pupils in the area do not see education as vital; parents resort to assigning duties to their children inhibiting them from attending classes, the pupils are also reluctant in attending classes sometimes due to the lack of scholastic necessities. All these affect their performance as they end up missing some vital concepts of their education.

The absenteeism of teachers was also raised as a factor that affects quality education in government aided schools. This renders the pupils idle in classes and at school, not being attended to by the people responsible. Their performance is therefore affected as they lag behind the syllabus that is supposed to be followed on a periodic basis. The pupils' general development is also affected in all aspects as it is not being monitored affectively.

The teachers' motivation is also affected by their levels of payment which is low and does not come in time; this pushes them to miss their classes and duties. The teachers resort to seeking other part time duties elsewhere during working hours. This affects pupil's performance as they are not properly attended to in their general development and studies.

The researcher also went ahead to establish strategies that can be taken so as to improve the quality of education in government aided schools, the responses were given in relation to an open ended question to which the respondents gave their responses as follows;

The teacher to student ratio deserves to be looked into such that the number of teachers recruited should be appropriate to attend to the large number of pupils at the school. This will ensure that the pupils are effectively attended to so as to

monitor their general development; socially, physically and psychologically.

The promotion of children to other classes should be based on their performances after they have mastered all the concepts in the previous classes which helps them better understand the next concepts to be learnt in the promoted class this will facilitate quality education as the pupils will be competent throughout their levels of education

Parents should also contribute funds to run the school activities, since the government only facilitates a few aspects of education, parents should agree to cost share with the government so as to empower the performance of their children for example if they contribute towards their feeding. This type of cost sharing will also lead to a sustainable education system as the parents and other stakeholders will have contributed towards its success.

Government should provide teaching and learning materials based on the curriculum for example text books to guide the teachers. This will ensure quality education as pupils will be taught what is relevant as recommended by the ministry of education. The guidance will also enable the pupils to learn what others learn as well instead of lagging behind.

Parents should be sensitized about the relevance of education, this will encourage them to take their children to school and also make contributions where necessary like lunch. This will enable the parents to encourage their children to school instead of keeping them home to do house work that can be done after their studies in the evening, this will help to reduce on pupil absenteeism and also motivate the pupils to take education seriously.

Teachers salary scale needs to be revised to suit the level of hard work that they undergo at government aided schools. The good salaries will motivate the teachers to take on their duties so as to ensure the proper general development of the pupils.

The children themselves should be sensitized about the need for education in that they get to know what really it means to be educated, to pay attention to everything being taught in class. This is more so supposed to be done to the children in these government aided schools because they are more so concerned of not wanting to attend school because of different reasons.

#### CHAPTER FIVE

#### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0. Introduction

In chapter five, the findings from assessing the factors that affect quality education in government aided schools are summarized and concluded; these were presented in the preceding chapters. From the findings again, recommendations are given basing on the conclusions.

#### 5.1. Summary

From a sample size of 25 respondents that were made up of different stakeholders in the education sector, findings of their responses are summarized as shown below; these are presented basing on the objectives of this study.

From the findings in chapter four, it was revealed that majority of the respondents were Females at 64%, meaning that the findings were more of feminine representation because of the female participation compared to the males at 36%, of which 36% of the respondents were between the age of 25 to 35 years.

The research was responded to by different people who majority of them were teachers and parents at 40% and 28% respectively, others included non-teaching staff and other stakeholders in the education sector.

It was also revealed that on average 28% of the respondents understand quality education through students' performance in terms of periodic results especially parents and guardians, an excellent curriculum that guides teachers and through students' achievements in future after education; this looked at by both staff and parents. However, other stakeholders like Inspectors of schools see quality education through excellent infrastructure and management; these had a 20% representation according to the findings.

The findings also show that majority of the respondents acknowledge government for its great role towards ensuring quality education in government aided schools through facilitating a good learning environment, providing school facilities, however the respondents do not see governments role in provision of learning materials like scholastics in government aided schools, yet these are take to entirely free by the parents and guardians, which to some extent affects quality education.

Again from the data presented, majority of the respondents also acknowledge the role of structures and committees like P.T.A and B.O.G towards quality education through monitoring the academic performance of pupils, ensuring that appropriate health and nutrition for both students and teachers is provided, and also emphasizing family support towards pupils education and also facilitating a good learning environment to compliment government support. The respondents however say that another way in which these committees facilitate quality education is through emphasizing discipline of both parents and pupils.

In ensuring quality education among government aided schools by committees and other education structures, there are some challenges that inhibit the proper functioning of these schools;

According to respondents the greatest number of respondents cited pupils going without lunch to school as a challenge to quality education in government aided schools, this is because parents believe that the government provides everything at these schools including meals, which is not the case. Another reason for this is the high levels of poverty among parents who can not afford daily meals for their children, the pupils therefore go to classes without meals affecting their concentration.

Another challenge raised was the teacher student to ratio, the number of pupils attended to by a single teacher is not

appropriate, making the teachers services inefficient to accommodate the big number given the limited recruitment. Which affects the pupils' discipline, attention and performance in the long run.

Teacher and pupils absenteeism was also a challenge to quality education in government aided schools raised by the respondents. Parents assign duties to their children inhibiting them from attending classes, the pupils are also reluctant in attending classes sometimes due to the lack of scholastic necessities. For the teachers, they are not motivated to attend their classes because of their levels of payment which is low and does not come in time; this pushes them to part time jobs at the expense of the pupils in government aided schools.

### 5.2. Conclusion

In assessing the factors affecting quality education in government aided schools, the following conclusions can be drawn from the findings generated in chapter four;

Quality education in government aided schools is seen through students' performance in terms of results, an excellent curriculum that guides teachers and through students' studies and lastly well established structures and management in these schools.

Government plays a great role in ensuring quality education in government aided schools through facilitating a good learning environment, providing school facilities, it however to a larger extent does not help in the provision of learning materials.

Committees like P.T.A and B.O.G help to attain quality education in government aided schools through monitoring the academic performance of pupils, ensuring appropriate health and nutrition for both students, encouraging family support towards pupils education, they facilitate good learning environment and also ensure discipline of both parents and pupils.

Despite the work done by committees and other education stakeholders to attain quality education, low payments that demotivate the teachers to do their work, the unbalanced teacherpupil ratio, lack of enough meals while at school and absenteeism of both pupils and teachers all inhibit the ability to achieve the desired quality education in the government aides schools.

## 5.3. Recommendations

Basing on the findings in chapter four, summary and conclusions drawn from the findings, the study recommends the following to be done in order to further improve on the quality of education in government aided schools;

Parents and committees at these schools should advocate for the recruitment of more staff so as to improve on the teacher to student ratio such that the number of teachers recruited is appropriate to attend to the large number of pupils at the school. This will ensure that the pupils are effectively attended to and monitored in their general development; socially, physically and psychologically.

Direct promotion of pupils should be discouraged if pupils are to get quality education, promotion should be based on their performance after mastering all concepts in the previous classes which helps them be competent in the proceeding classes; government should avoid promoting half baked pupils to higher classes.

Government should encourage and support Parents to contribute funds towards some school activities, parents should cost share with the government so as to empower the performance, this will also facilitate sustainability of these initiatives in the name of quality education for example if they contribute towards their feeding.

There is need for a widespread sensitisation on the relevance of education, this will encourage parents and guardians to take their children to school and also make contributions where

necessary, this will help to reduce on pupil absenteeism and also motivate the pupils to take education seriously.

Teachers salary scale needs to be revised to suit the level of hard work that they undergo at government aided schools. The good salaries will motivate the teachers to take on their duties so as to ensure the proper general development of the pupils.

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#### APPENDICES

#### APPENDIX A: QUESTIONAIRE

Dear respondent, I am Nabayiga Flavia a student of Uganda Martyrs University Masaka branch pursuing a Bachelors Degree in Social Development and Counseling. I am conducting research on the factors affecting quality education in Government aided schools, case study St. Paul Kitovu Primary School.

This research is in partial fulfillment of the requirements for the award of the above mentioned Degree. I therefore humbly request your support by genuinely responding to the following, your responses will be handled with maximum confidentiality for academic purposes.

#### A. BIO DATA

Name of respondent (	Optional)	
Sex (gender) MALE		FEMALE
<b>Age</b> (Please tick)		
<b>a)</b> Under 24		<b>d)</b> 45 - 54
<b>b)</b> 25 - 35		<b>e)</b> 55 - 64
<b>c)</b> 35 - 44		<b>f)</b> Over 65

**Position of respondent** (please tick)

a) Inspector of Schools f) Teacher b) Head teacher g) Matron / Warden h) Parent / Guardian c) Deputy Head Teacher i) Others (Please specify) **d)** Secretary .....

e) Bursar

#### **B. CONCEPTUAL UNDERSTANDING**

- 1. How would you identify quality education in your own context (Tick any 2)
  - a) Excellent teacher **f**) Excellent selection and training infrastructure with management b) Excellent curriculum Excellent preparation C) Students achievement

d)

Student performance e)

Role of government in ensuring quality education in government aided schools

1. Does government facilitate quality education in

government aided school?

YES		NO	
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2. To ensure quality education, government facilitates the following in government aided schools

Factors	To a large extent	To some extent	No influence
School learning environment			
School facilities			
Learning materials			
Others			

Role of structures and Committees like P.T.A, B.O.G in ensuring quality education

1. To what extent do structures and committees like PTA, BOG facilitate quality education in government aided schools

Factors	To a large	To some	No
	extent	extent	influence
Academic performance			
Good health and			
nutrition			
Family support			
Learning environment			
How else			

# How quality education can be improved in government aided

## schools

- What challenges are faced in the struggle to ensure quality education in government aided schools
  - i. .....
  - ii. .....

iii. .....

Thank you, May God Bless the work of your hands

#### Appendix B: Interview Guide

Dear Respondent,

I am NABAYIGA FLAVIA, a student of Uganda Martyrs University offering a Bachelor's Degree in Social Development and Counseling. I am carrying out my research on "The factors affecting quality education in government aided schools, a case study of St Paul Kitovu P/S". I kindly request you to provide me the necessary information having been chosen to be one of the respondents to enable me complete my research project successfully.

- 1. Gender of the respondent
- 2. Age of the respondent in years
- 3. Marital Status of the respondent
- 4. Education Level of the respondent
- 5. Do you know the meaning of quality education, if yes, what does it mean?
- 6. Does the government ensure quality education in government aided schools?
- 7. If yes, what roles does the government play in ensuring quality education in government aided schools?

- 8. Do you think committees like P.T.A's and B.O.G'S have contributed in ensuring quality education in government aided schools?
- 9. If yes, what have they contributed in ensuring quality education in government aided schools?

10 What measures have to be taken to ensure more quality education in the government aided schools?

#### Thank You Very Much