

**LOW FINANCING OF UGANDA'S LOCAL GOVERNMENTS AND UNIVERSAL  
PRIMARY EDUCATION PERFORMANCE.**

**CASE STUDY: KAPEKE SUB COUNTY, KIBOGA DISTRICT**

**A POSTGRADUATE DISSERTATION PRESENTED TO THE SCHOOL OF ARTS AND  
SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE AWARD OF THE DEGREE OF MASTER OF ARTS IN LOCAL GOVERNANCE  
AND HUMAN RIGHTS**

**UGANDA MARTYRS UNIVERSITY**

**BUYEGO ISMAIL KALANDA**

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## ACRONYMS

ABEK	Alternative Basic Education for Karamoja
CSAE	Center for the Study of African Economies
DDP	District Development Plan
DEC	District Executive Committee
DEO	District Education Officer
EFA	Education for All
GDP	Gross Domestic Product
IGAs	Income Generating Activities
LG	Local Government
MoES	Ministry of Education and Sports
MOES	Ministry of Education and Sports
MoLG	Ministry of Local Government
MPED	Ministry of Planning and Economic Development
MVP	Millennium Village Projects
PAF	Poverty Action Fund
PEAP	Poverty Eradication Action Fund
PTA	Parents Teachers Association
SCU	save the Children Uganda
SMC	School Management Committee
UNESCO	United Nations Education Fund
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
UPPET	Universal Post Primary Education and Training

## **ABSTRACT**

Universal primary education is one of the key achievements of the current Ugandan government. The program was introduced to provide free access to education to all children of school going age and increase the literacy levels in the country. However the financing of universal primary education is under question. Nearly all the biggest percentage of the local government budget targeting universal primary education sources suffers several inconsistencies including budget cuts. The district and lower local governments operate within very meager local revenues which are also very unsustainable and too little to cause impact, thus a need to mobilize, expand the revenue sources of these local governments.

The study intended to assess the impact of the low funding faced by local governments on the performance of universal primary education in Kiboga District. The research was conducted in Kapeke Sub County, Kiboga District, sampling ten out of the twelve schools in the Sub County. The study considered schools in a semi-urban, pastoral and areas occupied by cultivators. These different clusters enabled the researcher to analyze issues from people in different settings and different problems, perceptions and experiences. It analyzed various variables like the revenue sources, dropout rates, performance rate in primary leaving examinations, infrastructural levels, school attendance for pupils, teachers' accommodation and salaries in addition to other parameters between 2008 and 2016.

The study targeted several classes of respondents namely finance department staff at district and Sub county, head teachers and members of School Management Committees of the sampled schools.

Data was collected using interviews, review and analysis of documents. The analysis was done using tables, percentages and explanations. The study discovered that Kiboga District receives low and inadequate funding from the central government. This is made worse by very low local revenue base that does not enable supplementation of the school funding. This affects teachers' accommodation, availability of scholastic materials, adequate teaching space, day meals, participation in extracurricular activities and other necessities. The study recommended increase in funding of universal primary education sector, which can be done through widening the financial base of the District in terms of local revenue, community contributions, donors and Central government transfers.

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## CHAPTER ONE

### GENERAL INTRODUCTION

#### 1.1 Introduction

When children are in school, the quality of education they receive and their levels of achievement are potentially and largely influenced by the level of resource input available in the schools they attend. There is increasing concern over the relationship between education financing and performance of primary school education in Kiboga District.

Under UPE, good quality of education is reflected on pupils' ability to read, write and speak English (MFPED 2002:141). In order to improve the quality of primary education, the government has devoted some resources to procure some textbooks and construct some classrooms. The increase in education inputs explains the gradual improvement of some education quality indicators from the time UPE was introduced. Nevertheless, these improvements have not always translated into better outputs and outcomes of UPE education as evident in the results of a National Assessment of Primary Education Performance taken between 1996 and 2000, that education performance in terms of pupils' numeric, reading, science, social studies knowledge and skills have deteriorated following the introduction of UPE (Bategeka and Okurut2006:3).

The levels of revenue mobilization and collection at the Local Government level are on a constant decline. Local Governments are not able to raise enough revenue to finance their budgets; coupled with the constant budget cuts on the conditional central government transfers. Kiboga District has a problem of the lack of an independent, reliable and sufficient source of revenue to enable the Local Government provide adequate services to its

population. The district relies on central government transfers; which are largely insufficient and susceptible to constant budget cuts. It also relies on local revenue which is also insufficient, irregular and susceptible to defaulting by the payers, interruptions in form of quarantines, conflicts especially in the taxi parks and general defaulting and non-compliance by the payers which has made education financing difficult.

According to Nishimura (2008) since the introduction of UPE in Uganda the budget for primary education has become heavily dependent on the central government. The research established how the poor financing of the primary education sector arising from the financial incapacity of Kiboga District has affected performance in universal primary schools, using Kapeke; one of the sub counties in Kiboga District was employed as a study strategy and 10 schools in the sub county. The study analyze the different sources of revenue for the district, Sub County, established the percentage of the revenue that is disbursed to the schools, how they are utilized, and the value they add to the performance and investigated how the services directly or indirectly have impacted on the performance of the schools.

The research found out the link between resources and education outcomes by establishing the performance in terms of Primary Leaving Examination (PLE) performance, enrollment and rates of dropouts, teacher attendance and quality of delivery, availability and quality of facilities, participation rates in education at all levels, barriers to participation, characteristics of children out of school; repetition rates and completion of five years of schooling; percentage of district revenues devoted to education; per capita costs at each of these levels; class sizes; teacher: student ratios. These were analyzed and proved that they are highly interlinked to financing. The poor performance is largely as a result of the low funding.

## **1.2 Background to the Study**

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 2004). UNESCO (2005) argues that the level of a country's education is one of the key indicators of its level of development. Globally, education is recognized as a basic human right.

In the past ten years, several sub-Saharan African countries have instituted measures aimed at one of the millennium goals to achieve universal primary education, more specifically to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling; by eliminating primary school fees in government-aided (public) schools. Malawi eliminated these fees in 1994, Uganda in 1997,

Tanzania in 2000, and in Cameroon, Burundi, Ghana, Rwanda, and Kenya in 2003 (Grogan 2006).

In Ghana, an accelerated Development Plan, declared in 1961, sought to expand access to education while the Education Act made education free and compulsory at the basic level. Kenya introduced free primary education for the first time in the 1970s. This brought a dramatic rise in gross enrollment rate from 47% in 1963 to 115% in 1980. Similarly, UPE has been an important part of the political agenda since the 1960s in Malawi and Uganda. (Ogawa, Sisuna, Kunje, Ampiah, Byamugisha, Sawamura, Yamada 2009: 145, 146)

In Uganda, the approach used to create districts was not the best. According to Ojambo (2012), the creation of the districts did not follow any established parameters, neither was the process informed by administrative necessity or economic rationale. Instead the president announced their creation via presidential decrees, often to reward politicians threatening to withdraw support for the NRM, or punish those who had. Decentralization in Uganda was based on a unitary system of government, where powers are devolved from the central government to the lower level local government which includes the Sub County, municipality, division and parish.

Kiboga is one of the Districts which were formed in 1991 after breaking it off Mubende District. The district comprises of two Town Councils and six Sub Counties. The Town Councils are Bukomero and Kiboga Town Council. The Sub Counties include Bukomero, Kapeke, Muwanga, Lwamata, Dwaniro and Kibiga (KDDP 2010)

Globally, around 89% of children aged 6-12 are enrolled in primary education and this proportion are rising.

The second goal in the Nations Millennium is to achieve Universal Primary Education, more specifically, to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling. (Singh; 2009:56)

Under UPE, good quality of education is reflected on pupils' ability to read, write and speak English (MFPED 2002:141). In order to improve the quality of primary education, the government has devoted some resources to procure some textbooks and construct some classrooms. The increase in education inputs explains the gradual improvement of some education quality indicators from the time UPE was introduced. Nevertheless, these improvements have not always translated into better outputs and outcomes of UPE education as evident in the results of a National Assessment of Primary Education Performance taken between 1996 and 2000, that education performance in terms of pupils' numeric, reading, science, social studies knowledge and skills have deteriorated following the introduction of UPE (Bategeka and Okurut2006:3).

In 1987, the NRM1 government instituted the Education Policy Review Commission (EPRC) under the Chairpersonship of Professor W. Senteza Kajubi to look at the state of education in Uganda with terms of reference to recommend policies at all educational levels. After consulting with stakeholders, it recommended primary education to be universalized. In defense of its recommendations, the commission emphasized that "unless every child is enrolled at the right age and does not dropout before completion, it will be impossible to ensure that all citizens have necessary basic education for living a full life" (ibid). In 1989, the Government appointed a White Paper Committee with the task of examining the EPRC report and identifying the

feasible recommendations for implementation as well as making amendments where necessary. After consultations, in 1992, the Government published and accepted the major recommendation of the EPRC on primary education reform modifying only the implementation time frame from 2000 to 2003 (Kakuru 2003). Launching of UPE was being postponed until May 1996 during the first direct presidential elections where President Museveni made it a campaign platform issue in his manifesto and promised free primary education to four children per family if he is elected. On being elected President, in December 1996 he fulfilled his pledge and announced that UPE implementation was to begin in January 1997. This marked the breakthrough in the quest to achieve UPE in Uganda (MoES 1999:9). But looking at the timing, it can be deduced that though UPE was a good idea, it was hurriedly and politically implemented as the president sought to fulfil his campaign pledges. This gave no time to plan for the implementation of UPE and yet it was seen as the main tool for achieving the economic, social and political objectives of Uganda.

The UN Educational, Scientific and Cultural Organization (Unesco) has estimated that 68% of children in Uganda who enroll in primary school are likely to drop out before finishing the prescribed seven years.....At a cabinet ministers' retreat last month, Uganda's President Yoweri Museveni expressed his rage over the rate at which pupils were leaving school, even when the country spent 900bn Ugandan shillings (\$302m; \$201m) annually on the scheme. He said: "We should get an answer, and if you think it [UPE] needs to be restructured, we do that." (The Guardian, 2015).

According to Ministry of Education and Sports, the Ugandan Experience of Universal Primary Education (UPE) July 1999, prior

to 1990 primary education was allocated about 30 per cent of the education budget. Public financing of the education sector between 1989 and 1993 fluctuated at below 15% of public expenditure. From 1993/94 to 1999, the budget as percentage of public expenditure steadily increased to about 25%. MOES, (1999:19).

According to David (2013) it's also a problem that in Kiboga, in spite of the transfer of funds through the district administration, the funds allocated for education cannot be used for other purposes, which is different from other sector departments at district level. The District Education Offices' (DEOs) autonomy in the use of the devolved funds is quite limited, being constrained by the guidelines developed by the MoES in the use of the funds, by the district work plan, and by a system of control and accountability in the decision-making process.

In choosing the title and topic of this study, the researcher was particularly challenged and prompted by the financing trends of primary education sector in Kiboga District and its declining performance and hence general development of the district. In tandem with other aspects like parental attitudes, social life, economic activities have all contributed to this trend. This research made a comparison the level of productivity in the education sector in comparison to the level of financing.

Over the years, Local Governments have experienced an unstable performance in local revenue. Specifically, statistics indicated that total own source local revenues started to decline from 130 billion shillings in 1997/98 financial year to a low level of UGX 70 billion in 2003/04 financial year. The transfers from central government to the Local Governments have been increasing



from UGX 77 billion in 1995/96 to UGX 750 billion in 2005/06. However the majority of these transfers are conditional grants. Despite the statistics, it has been observed that the actual collections by Local Governments against the budgeted amounts are still disproportionate. This creates spending pressures on Local Governments. (MOLG, 2006:29)

Kiboga District largely depends on central government transfers for service delivery. In 2009/10 financial year, the district received a total of UGX.13, 833,946,429. In 2010/11 the district received UGX 9,250,728,410 in total revenue. This clearly indicates a decline in total revenues (KDLG, 2011:19). According to Kiboga 5 year District Development Plan 2010-2015, the District has 113 Primary schools, of which 87 are government aided schools. The primary section has 705 teachers on payroll receiving government monthly salary out of 926 enrolled. 417 secondary students were targeted to sit for ordinary level in 2012. In the same year 28,272 pupils were enrolled in the 87 universal primary education schools. The average number of pupils dropping out of school annually is 203 pupils. 81 pupils passed in grade one in 2012 out of the total number of 24, 79 pupils that sat primary leaving Examinations.

Kapeke Sub County has 12 government aided UPE schools, with a current pupil enrollment of 1,799 and 92 teachers on government payroll. Out of the total of 293 pupils that sat exams that year, 15 pupils passed in Division one, 100 in Division two and 55 in Division three in the 2012 primary leaving Examinations. In Kiboga District, the education budget performance stands at 59%. According to Kiboga District 5 year Development Plan, at the end of March, 2011, funds received during the Financial Year 2010/11 stood at 77% of the total budgeted revenue. The plan goes further ahead to rate locally raised revenue performance as

1% and rated as very poor. Kapeke Sub County in turn benefits from the above resources. According to Kapeke Five Year Investment Plan 2010/11-2014/15 the Sub County received UGX 48,699,550, 49,979,528 and UGX 52,478,504 as local revenue and UGX 148,185,385, UGX 163,374,387 and UGX 163,374,387 as Central Government transfers for 2012/13, 2013/14 and 2014/15 respectively. The Education Sector benefited with UGX 700,000=, UGX 735,000 and UGX 771,750 for the years 2012/13, 2013/14 and 2014/15 respectively, which figures exclude salaries, UPE Capitation Grant, School Inspection Grant, Secondary Construction (Kapeke Five Year Investment Plan 2010/11-2014/15).

The research found out the link between resources and education outcomes. It established the performance. The percentage of district and Sub County revenues devoted to education; per capita costs at each of these levels; class sizes; teacher: student ratios to be improved.

More still, the provision of teacher training and participation in in-service professional development; longitudinal achievement progress indicators and measures of factors affecting students' progress rates; measures of impact of strategic interventions for students with special needs and those from disadvantaged backgrounds should be enhanced as part of the indicators.

### **1.3 Statement of the problem**

In the education sector, since the inception of the Universal Primary Education (UPE) program in 1997, there has been a growing number of enrolled children in schools. This increase has however not been met by corresponding increase in both infrastructure and staffing. As a result, overcrowding and low staffing remain major challenges that hinder proper

implementation of the program in some districts. With the introduction of universal primary education in 1996, school enrolment rose from 3.6 million students to 6.9 million between 1996 and 2001 (UNDP 2004). Yet this near-doubling in school enrolment was not matched by staff recruitment owing to lack of adequate finance from central government and local resources. Most financial allocations to local governments are either put to non-education expenditures or do not reach their final destination.

High Gross Enrolment Ratio in primary schooling indicates that most or probably all school going children attend primary school at some stage but yet completion rates remain low. Thus despite the government commitment, investment in education and the resultant increase in school enrolment, there still remains high rate of dropout between grades such that not all who enter primary schools complete the full cycle. For example, out of the 2.16 million pupils who enrolled in P1 in 1997 only 1.3 million proceeded to P2; 1.1 million to P3; 0.96 million to P4; 0.83 million to P5; 0.7 million to P6 with barely 0.48 million making it to P7 in 2003 (Nsibambi 2006:11). The fact that UPE removed only school fees and PTA2 charges and left intact other costs such as: exercise books, pens, pencils, uniforms, clothing, lunch, building funds and labor for classroom construction to be met by the parents (MFPED 2002:3), it may explain the low levels of accessibility and survival in UPE schools. Having in mind that poverty levels in Uganda are high, for example between 1992-1997, the poverty rate in the country stood at 56%, therefore, the issue of parents meeting these costs greatly contributes to making education costly and inaccessible to many children from low income brackets (Bitamazire 2005). The policy also seems not to put into consideration the survival strategies

for the disadvantaged children like the disabled by providing special conditions that facilitate their enrollment and survival in schools (Ssekamwa 1999).

In Kiboga District, the performance in Primary Leaving Examinations has been disastrous with the district being ranked as one of the worst performer in primary education in the country. There is a high school dropout rate mainly affecting the girl child. The poor conditions in schools ranging from late disbursement of UPE funds, lack of instructional materials, lack of school meals for pupils, little and inadequate UPE capitation grants disbursed to the schools are some of the issues affecting Universal Primary Education. More still, the lack of transport means for the education department and inspectorate, lack of facilitation and poor funding to the district offices, lack of housing and accommodation for teachers at school, low salaries and lack of motivation have all contributed to the poor performance in the Universal Primary sector Education which have trickled down to Kapeke Sub County. Timely and adequate funding to the schools is required to avail the necessary key requirements to enhance performance in the schools. The funds are utilized to provide learning materials and other necessities to enhance school performance. With adequate transport, the inspectorate shall be able to monitor and support supervise the schools to ensure adequate and effective learning environments in the schools. All these facilities are required to motivate, give morale and provide a good teaching environment for all stakeholders. Though some improvements are being realized, the performance is very poor by national standards. Kiboga District currently has one school (Kateera Bikira Primary School) that attends to the educational needs for children with disabilities. At least three schools should be established and equipped for

this purpose. Kapeke Sub County does not have such a facility. This study shall establish how the low funding of the local governments impacts on the performance of the pupils in school. Government has made interventions to rectify the situation by crediting UPE capitation grants direct to the school accounts, offered an old motorcycle to the District Inspector of Schools and is in the process of acquiring a vehicle on loan from Stanbic bank on loan. Several recruitments have been done to reduce the staffing gap. World Vision has also constructed several staff quarters in Kibiga Sub County. This is all aimed at improving services and realize atleast a pass rate that is above average. The study shall establish the performance gap that is created by the low funding and how it impacts on the results. The study shall establish whether the poor performance in primary schools is as a result of low funding to the schools based on the above indicators.

However it is realized that whereas the funding is inadequate, it remains a question as to whether it plays the biggest role in performance of universal primary education. This is because even in cases where funding has been provided, poor performance has persisted. Good performance has been realized in private, non UPE schools where funding and infrastructural developments are low as compared to UPE. Private schools have persistently performed well even with teachers with less training, lower salaries and poor working environment.

#### **1.4 Significance of the study**

The purpose of the study is to link the performance of universal primary education to the amount of resources that are injected into the program. This shall be done by reviewing the amount of money that is sent to the schools, utilization, the level of

satisfaction to the need, assess the gap and how this impacts on the various performance indicators. It aimed at analyzing and establishing whether the performance of the program in terms of Primary Leaving Examination (PLE) performance, enrollment and rates of dropouts, teacher attendance and quality of delivery in Kiboga District highly depended on the amount of resources that are invested. This will enable the educationists and administrators identify solutions to tackle some of the barriers that have crippled performance of this program.

The study compares the poor financing of the primary education sector arising from the lack of an independent financial base for the Local Governments has affected performance in primary schools. The study analyzed the different sources of revenue for the district and the Sub County, established the percentage of the revenue that is disbursed to the schools, how they are utilized, and the value they add to the performance in terms services and investigated how the services directly or indirectly have impacted on the performance of the schools. The researcher established the performance in terms of Primary Leaving Examination performance, enrollment and rates of dropouts, teacher attendance and quality of delivery and availability of quality facilities and others.

### **1.5 General Objective**

To assess the impact of the low funding to local governments on performance in universal primary education in schools in Kiboga District.

## **1.6 Specific Objectives**

1.6.1 To find out the factors influencing performance of universal primary education pupils in Kiboga District.

1.6.2 To examine how the available revenue influences universal primary education performance.

1.6.3 To find out the challenges facing teachers in UPE schools in Kiboga District.

## **1.7 Research Questions**

1.7.1 What are the factors that influence performance of universal primary education pupils in Kiboga District?

1.7.2 How does the available revenue influence primary education performance?

1.7.3 What are the challenges that face teachers in UPE schools in Kiboga District?

## **1.8 Significance**

The study shall improve the performance of universal primary education in Kiboga District. It analyzed the management and implementation of the universal primary education policy, the systems and flow of funds, the utilization of the funds and the issues that impact on the performance. The study looked at the policies guiding the financing and implementation and looked at the policies of automatic promotion, systems of accounting for funds, methods through which schools receive funding and made recommendations that shall enable improved performance.

Kiboga District can adopt the study recommendations included in the report to improve its local revenue collections, increase the amount of funds sent to schools. The study analyzed the problems faced at all the levels including district

administration, Sub County administration, school level and the School Management Committees and made recommendations for improvement.

### **1.9 Justification of the Study**

The study examined and established the intricate details involved in financing of the primary education sector and how they affect performance and suggested ways of how they shall be corrected. It also guided the local governments on how to professionalize their approach to revenue collection. The adoption of a professional approach to marketing may help the organization to define its distinctive competencies Adrian Sergeant, (1999).

It also analyzed the vast problems facing the primary education sector and guided the managers in devising corrective measures. The research shall be of use to organizations dealing in primary education, central and local governments, who shall utilize the research to improve financing and performance. Head teachers, teachers, School Management Committees, parents, communities and concerned bodies and individuals shall use this research to educate themselves, analyze areas of contention, and build on them to develop advocacy messages that shall agitate for increased financing and improvement in performance of this sector.

### **1.10 Scope of the Study**

#### **1.10.1 Geographical scope**

The study was conducted in Kapeke Sub County, Kiboga District located in Uganda. Kiboga District is bordered by Nakaseke District to the north and, Mityana District to the south,



Mubende District to the southeast and Kyankwanzi District to the west. The district headquarters at Kiboga are located approximately 124 kilometers (84 m), by road, northwest of Kampala. The area was chosen because it's easily accessible to the researcher (KDLG, 2010)

The district is naturally divided into two geographic areas that respectively support pastoral and crop cultivation along the right and left hand side of Kampala-Hoima road. The basic source of livelihood is agriculture with over 85 of the population engaged in farming of which women constitute a bigger percentage. 82.4 of the households are thus involved in agricultural activities, 94.0% are directly involved in crop husbandry while 53.2% involved in animal husbandry. 0.6% of the communities are involved in fish farming, a newly introduced farming alternative. However, 0.5% are generally involved in agricultural activities (source NSDS, 2009). Heavy settlement is in valley bases and along rivers with fertile soils suitable for agricultural production, the highway and hilly areas of Muwanga and Kibiga whereas pockets of sparse settlement exist in the grassland parts of Lwamata and Kapeke (KDLG, 2010).

Ten out of the 12 schools in the Sub County were sampled. Stratified random sampling method was applied to obtain the required samples. The formulated strata consisted of strata 2 for semi urban schools, 5 for pastoralist area schools and 3 for schools. The Sub County has 12 government aided schools from which the researcher sampled ten schools with different characteristics.

The schools identified for the study include Kirinda Consultant Primary School, Kirinda Primary School, Kagobe Primary School, Kasega COU Primary School, Nyamiringa Primary School, Kyetume

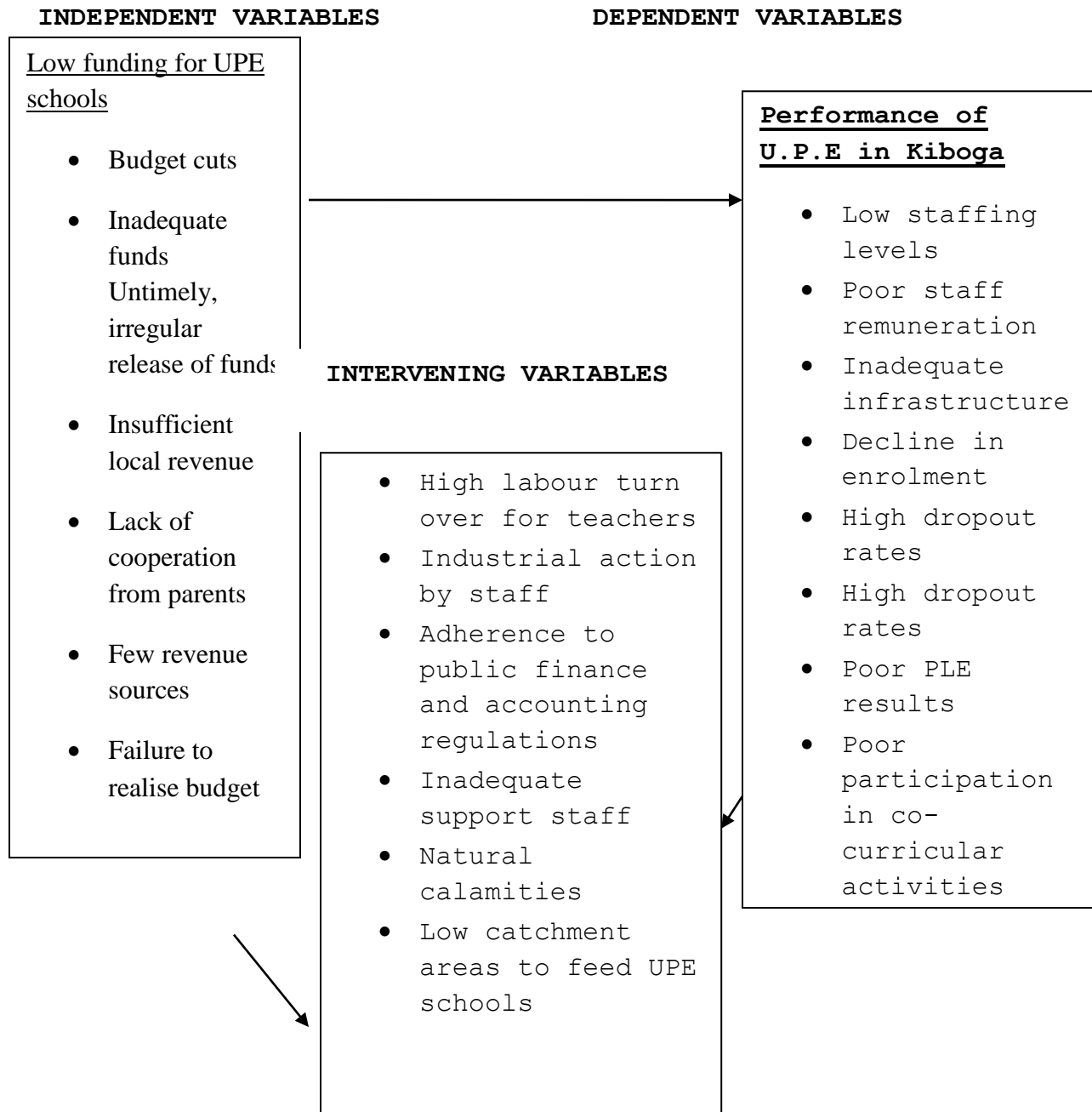
Islamic Primary School, Kiboga UWESO Primary School, Kyato Primary School, Budimbo Primary School and Kasega RC Primary School. The schools were selected from areas with characteristics of pastoral areas where cattle rearing are the key economic activity, areas occupied by cultivators and semi urban locations or trading centers. These characteristics are representative of Kiboga District.

In this study the number of schools in the targeted population is known in advance as school lists indicating schools for each category are readily available at the office of District Inspector of Schools and the list is exhaustive. The ultimate sample size of ten schools from a target population of 12 schools was derived using sample table developed R. V. Krejeie, D. W Morgan (1999) cited in Amin (2005:19).

#### **1.10.2 Time scope**

The study covered the period between 2008 and 2016. It analyzed statistics including school enrollments, attendances, drop outs and other details during this period.

1.10.3 Conceptual framework illustrating the relationship between the low funding and performance of U.P.E



Kiboga District receives funding that is faced with constant budget cuts, inadequate amounts, the releases are irregular and untimely, local revenue is insufficient, parents are unwilling to contribute as part of their responsibility, the revenue

sources are few thus resulting into failure to realize budgets and adequately fund universal primary education. The above independent variables affect the independent variables which as a result do not perform effectively. The above lead to low levels of staffing, poor remuneration for staff, inadequate infrastructure, decline in enrolments, high dropout rates, high rate of pupil and teacher absenteeism and low participation in co-curricular activities. The intervening factors that may affect performance that are not influenced by the variables which include the high labour turn over for teachers, industrial action by teachers, adherence to public finance and accounting procedures, inadequate support staff, natural calamities and the low catchment areas to feed UPE schools.

#### **1.10.4 Key terms**

**Universal Primary Education:** This is a government program where all children of school going age were enabled to join primary education without paying tuition fees. The Government of Uganda abolished tuition fees and Parents and Teachers Association (PTA) charges for primary education. Government provides funding to run the schools while parents are expected to contribute pens, exercise, books clothing, and even bricks and labour for classroom construction through community work.

#### **Local Government:**

Local Government may be described as government by popularly elected bodies charged with administrative and executive duties in matters concerning the inhabitants of a particular district or place and vested with powers to make bye laws for their guidance. Local Government has been defined from various angles. It has been defined as "an authority to determine and execute

measures with in a restricted area inside and smaller than the whole state.”

The term “Local Government” literally means management of the local affairs by the people of the locality. It is based on the principle that the local problems and needs can be looked by the people of the locality better than by central or state governments. The administration of local affair is entrusted to the representatives elected by the people of the locality on regular intervals. Though local government institutions enjoy autonomy of operations, it does not mean that there are no legal restrictions upon them. The central and state governments are free to prescribe the limits within which a local government has to operate and also reserve the right to issue directions from time to time. (<http://shodhganga.inflibnet.ac.in/bitstream>)

### **Public financing:**

Public finance is a field of economics concerned with how a government raises money, how that money is spent and the effects of these activities on the economy and society. It studies how governments at all levels; national, state and local provide the public with desired services and how they secure the financial resources to pay for these services. Public finance deals with the finances of public bodies national, State or Local for the performance of their functions. The performance of these functions leads to expenditure. The expenditure is incurred from funds raised through taxes, fees, sale of goods and services and loans. The different sources constitute the revenue of the public authorities. Public finance studies the manner in which revenue is raised; the expenditure is incurred upon different items etc. Thus, public finance deals with the income and

expenditure of public authorities and principles, problems and policies relating to these matters.

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## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The section reviews the relevant literature on the factors influencing performance of universal primary education pupils, how the available revenue influences universal primary education performance and the challenges facing teachers in UPE schools.

It reviews the related literature available on the problem under study by different authors. The information is a combination of extracts, paraphrased statements from textbooks, pamphlets, journals, magazines, websites, publications and other official reports related public financing and public sector management, education financing and service delivery.

#### **2.1 Factors influencing performance of universal primary education.**

Performance of Universal Primary Education is influenced by a number of issues. Several countries that achieve higher enrolment in primary education usually employ a high proportion of female teachers most especially for girls. In Kenya, the Strengthening of the Primary School Management project, which is funded by the United Kingdom Department for International Development, requires that one of every two head teachers or principals receiving training to be a woman. As a result, the proportion of women head teachers was boosted from 10 per cent to 23 per cent over a 10-year period, and female teachers at primary school level account for 41 per cent of the total. The primary school completion rate consequently improved over the same time: the completion rate for 1994 to 2001 was 46 percent (boys 48 per cent and girls 43 per cent). The rate improved in

2002 to 56 per cent for both boys and girls. The percentage of trained primary school teachers has also increased from 70 per cent in 1990 to 97 per cent in 2002. The strategies that follow, whether working from inside or outside the classroom, have been proven to increase school attendance and completion by girls. Each of these strategies promotes in its own way the model of a school that seeks to ensure effective learning in safe, healthy gender-sensitive and child-centered environments (UNICEF, 2004).

**Table 1: Enrollment in schools in Kapeke Sub County**

No	School	Enrolments (2012)			No of teachers			strata
		M	F	T	M	F	T	
1.	Kirinda Cons. P/s	130	136	266	3	6	9	C
2.	Kirinda P/s	394	400	794	4	5	9	SU
3.	Kagobe P/s	156	157	313	2	6	9	C
4.	Kasega C/u P/s	71	60	131	2	4	6	SU
5.	Nyamiringa P/s	114	127	241	2	4	6	P
6.	Kyetume Is. P/s	197	242	439	6	3	9	C
7.	Kiboga UWESO P/s	93	86	179	6	2	8	P
8.	Kyato P/s	103	115	218	6	2	8	SU
9.	Budimbo P/s	93	92	185	4	1	5	C
10	Kasega RC P/s	127	121	248	3	5	8	C

C- Cultivators

SU- Semi Urban

P- Pastoralists

The enrollments are relatively high in some schools and low in others. Some schools are located in highly populated areas especially the schools located in areas occupied by cultivators, have an adequate number of teachers and relatively good infrastructure. Schools like Kirinda Primary School, Kyetume



Islamic Primary School are also posting fairly good results. Schools in pastoralists' areas like Nyamiringa Primary School, Kiboga UWESO have low enrollments majorly because of the pastoralist movements in search of water and pastures during the dry seasons. This destabilizes the children's study schedules. This is addition to the parents' poor attitude towards education, the unfavorable learning environment where there are no day meals, a few scholastic materials and very poor infrastructure leading to the poor enrollments and performance. It also further demotivates the parents who instead prefer sending children to sell merchandise on market days instead of sending them to school. The number of teachers is also too inadequate. Eight or nine teachers allocated to seven classes are too low. The lower classes are sub divided into streams due to the high numbers giving the schools nine or ten classes. The number of teachers is acutely inadequate thus affecting performance. The level of infrastructure is low.

Uganda embraces an official policy of education inclusion. However in order for inclusion to succeed and enable all learners (with or without disability) to access learning it identified the need for trained teachers, as well as appropriate teaching and learning materials. Special needs teachers at the primary school level are available and have been effectively trained at Kyambogo University. But there is a glaring gap when it comes to upper levels of education. Learners with special education needs at these levels are not catered for. Besides there are few special schools for disabled children who need separate educational provisions (UNFPA, GOU, 2013).

**Table 2: Performance of Universal Primary Schools in Kapeke Sub County**

Name of school	Average pupils attendance 2008-2012	Availability of instructional materials	Level of infrastructural development 2008-2012	Average teacher attendance and performance	Average dropout rates	P.L.E (2012) Performance (1 <sup>st</sup> &2 <sup>nd</sup> ) grades
Kirinda consultant	65%	25%	Fair	70%	12%	47%
Kirinda P/s	65%	50%	Fair	70%	15%	49%
Kagobe Ps	50%	70%	Good	90%	10%	58%
Kasega C/U	48%	40%	Poor	62%	11%	17%
Nyamiringa Ps	90%	80%	Poor	85%	10%	45%
Kyetume Islamic Ps	75%	50%	Fair	78%	10%	15%
Kiboga UWESO Ps	60%	35%	Fair	60%	10%	17%
Kyato Ps	50%	5%	Very poor	90%	10%	11%
Budimbo Ps	52%	10%	Very poor	80%	11%	-
Kasega R/C Ps	51%	35%	Very poor	82%	10%	-

The analysis was done by developing percentages. The percentage attendance for each month was developed by obtaining percentage of the daily attendances for the days available obtained from

each school register, the average monthly percentages was developed to get the percentage of the year and consequently the average percentages for the four years obtained. This was enabled by the availability of the some daily attendance registers at school. For the instructional materials, this was an estimate of what was budgeted and what was obtained. It was based on the amount of funds budgeted for the purpose and what was received and utilized for the purpose. The percentage on the teacher average attendance was developed by obtaining the daily attendance from the register, developed into monthly, annual and four year average percentages.

The head teachers had the number of pupils who had dropped out over the course of the year. Each school has termly registers which indicate those that have dropped out over the course of the term. Termly percentages of the drop outs were obtained, an average percentage of the obtained and consequently the average percentage of the four years computed.

The percentage of performance for primary leaving exams was developed by obtaining the percentage passes in the first and second grade for each year and the four year percentage performance computed. In analysis of the performance above, the attendance of pupils at schools is fair. 60 percent of the pupils attend classes regularly. Ideally, all pupils are supposed to be at school regularly. Pupils cannot attain the required grades if they do not attend classes. It is mainly the poor attitude to education, poor infrastructure and lack of the basic necessities at school that lead to this generally poor adherence to class attendance.

The availability of instructional materials is 40 percent on average. These include scholastic materials, materials to

facilitate extracurricular activities, instructional materials and school management requirements. These are key requirements for effective learning at school. Learning in school can hardly be effective without such requirements. This also demotivates the teachers and pupils partly also leading to the poor attendance.

The level of infrastructural development is highly lacking. None of schools under study is satisfied with the level of infrastructure. Only Nyamiringa and Kagobe Primary schools have staff quarters. Kyato primary school has four classes occupied by seven classes and one toilet block with 3 stances used by all the staff and pupils. Other schools have toilets that are in poor conditions and are about to be filled up.

Average teacher attendance is good. This is because they receive their salaries regularly. This happens despite the long distances they travel to school and the low salaries.

The average dropout rate of 10 percent is high. The girls drop out at lower levels mainly between primary four and six. They are highly affected by the early marriages and pregnancies. The boys also dropout and opt to turn to casual jobs to sustain their lives. The unfavorable conditions at school including the lack of day meals at school influence this phenomenon.

Performance in primary leaving examinations is very poor. Only a few pupils are able to get first grade. A higher number can attain second grade. This is a key area as far as performance is concerned. This is due to rampant absenteeism, lack of school requirements, long distances pupils travel to school and the general poor learning environment.

However, projections on the average annual rate of increase in enrollment suggest that most low-income countries will need almost three times the current growth rate to achieve the 2015 goals. Moreover, increased enrollment does not always translate into similar gains in attendance and completion, as witnessed by the fact that more than 90 million children did not attend school in 2005 (UNICEF 2007 cited in UNICEF, World Bank, 2009). More still, in many countries, the student population is growing at alarming rates and more than half of primary school graduates fail to master basic skills. These conditions call for bold measures. School fee abolition has been a bold and demonstrably effective initiative for accelerating the attainment of the EFA goals. Experience in many countries shows that the household costs of schooling are a major barrier that prevent children from accessing and completing quality basic education (ECDMoES, 2013).

According to Ojijo (2009); The Education for All (EFA) policy was an enviable move by the government to ensure that everyone; child and adult alike benefits from the timeless and universal advantages of education. However, the lack of a clear monitoring of performance, infrastructure and then persistent LRA insurgency in Northern Uganda greatly impaired the realization of the mission. Uganda's social diversity has brought a collateral concern for preservation of cultural heritage, social justice, human dignity, political equality and multi-cultural education (Ojijo, 2009).

The State of the World's Children 2004 places girl child education at the center of global efforts to meet the Millennium Development Goals.

In the Millennium Declaration of September 2000, Member States of the United Nations committed themselves to these goals, a set of measurable, time-bound targets to address crippling poverty and its devastating consequences. Each of the goals is critical to development, but two of them - universal education, and gender equality and empowering women are considered central to all others. Education will provide the next generation with the tools to fight poverty and conquer disease, and parity in education will ensure a future in which girls and boys are equally safe, healthy, protected and empowered (UNICEF, 2015: 5).

He called for goals underpinned by ambition, clarity of vision and solid funding. The world must commit to quality education for millions of children, while maintaining the drive for universal access to primary education. He hoped the sustainable development goals (SDGs), a set of global targets that will be finalized later that year, would contain clear objectives and receive solid funding to turn promises into reality (GUARDIAN, 2015).

Gillard said before giving a speech in Brussels as part of the lectures that;

Fifteen years ago we promised the children of the world that they would get to go to primary school. We are still 58 million kids short of that promise and around 250 million are getting some education but not achieving the most basic literacy and numeracy. (GUARDIAN, 2015:20)

The World Bank in its study realized that there is currently a global trend of decentralizing education systems. Most countries are experimenting with or contemplating some form of education decentralization. The process targets to transfer decision-making powers from central Ministries of Education to

intermediate governments, local governments, communities, and schools. The extent of the transfer varies, however, from administrative de concentration to much broader transfer of financial control to the regional or local level. While there are solid theoretical justifications for decentralizing education systems, the process requires strong political commitment and leadership to succeed. The path, depth, and ultimately, the outcome of decentralization reforms depend on the motivations for reforms, the initial country and sector conditions, and the interaction of various important coalitions within the sector (World Bank, 2001).

Northern Uganda was gravely affected by conflict. Almost half of the state and church supported primary schools have closed, forced to move to protect their students, or left without scholastic tools for teaching during and immediately after the conflict.

With survival dependent on basic needs like safety and food, children were deprived of the school experience. Spitzer and Twikirize (2013) cited in Pryfogle(2014) speaking of the former abductions by the LRA,

Identify the largest impact of abduction on education and livelihoods rather than on physical and psychological harm. Access to education is dependent on ongoing family support and the valuing of education may have encouraged the Acholi and Langi to focus on economic recovery. (Pryfogle, 2014:24:25)

Uganda aims to transform its society and provide citizens with a better standard of living by focusing on improving the quality of health and education services. The Service Delivery Indicators is stated in its Vision 2040 blueprint. It realizes that while Uganda has made significant progress in reducing

poverty, enrolling more children in school, and raising the child survival rate, serious challenges remain. These include ensuring that children learn basic language and mathematics skills in primary school, mothers and infants have access to skilled health care, so that tragic and untimely losses of life are prevented. Achieving these goals is not only intrinsically important for all Ugandans, but also necessary for Uganda's structural transformation. Martin (2013) clarifies that these indicators are based on surveys of about 400 primary schools and 400 health facilities, and nearly 5,300 teachers and health providers. The indicators provide evidence that basic inputs and infrastructure with the notable exception of textbooks and drugs are largely available at schools and health facilities. They also show that attention needs to be paid to the level of knowledge and effort among providers. They uncover large regional inequalities in service delivery. (Wane, Martin (2013)).

There is need to ensure continuity for children after the UPE. The extraordinary large numbers of children who entered the school system in 1997 with the introduction of the UPE bulge will pass through the post-primary sub-system and enter the tertiary system during the term of this strategic plan. While families now pay the major share of the costs of post-primary and tertiary education and training, many of the families whose children enter these levels in the next eight years cannot afford to pay these costs, which are much higher than the costs of primary school.

The Universal Secondary Education was established to accommodate more students at the post-primary and tertiary levels and to reach equitable levels of participation among families of all economic status and among rural and urban families (MO&ES, 2008).



Researchers have collected information from Western Uganda. These are opinions presented by various respondents on the issue of decentralization of education governance and the corresponding effect on service delivery in the schools.

One of the respondents said:

Although government has decentralized governance of education, provision of quality education is still a nightmare to people of Isingiro south. Without support from other organizations, provision of education in the area still faces challenges. Tommy Hilfiger foundation, a private foundation that supports education and improvement has been instrumental in achieving good grades that have been achieved. A donation of two million dollars by the Tommy Hilfiger corporate foundation saved the students/pupils of the challenge of geographical location and topography issues. An issue of pupils/students spending long hours looking for water was solved too. The intervention of the Millennium Village Projects (MVP) improved the grades of pupils/students in schools. Issues of equity were addressed since both male and female students had access to education. From the quotation, without support from Tommy Hilfiger, service delivery in the schools would have remained very poor. Such organizations are not found everywhere and so some schools have not received any support and their grades are still very low (Mwisaka, et al 2011:8, 9).

According to a study by the Inter-Regional Inequality Facility, the UPE program in Uganda demonstrates that a poor country with a committed government and donor support can fight poverty through ensuring universal access to education for its citizens. The increase in primary school enrolment is also an indication that the payment of school fees was a big impediment to accessing education, especially for poor families. Nevertheless, there are still ways in which the program could be improved; which include tackling institutional constraints to the delivery

of quality education services, taking advantage of opportunities offered by the liberalization of the education sector, and reducing inequity in access to education and the quality of education across districts and between rural and urban areas (Inter-Regional Inequality Facility, 2006).

The ability to deliver education services to meet local needs is affected by the lack of autonomy of local authorities and schools. Local education budgets are calculated by central government by the number of students enrolled in an area. Local governments are not however empowered with the authority to determine how this budget is then spent; rather the budget is already 'earmarked' by central government. For example, whilst Mbarara District education committee is allowed to determine the geographical locations for the building of new schools, the council does not have the power to decide the percentage of their own education budget which can be spent on building new schools. Local authorities and schools are not able to devote a larger proportion of the education budget to hiring more teachers or to pay teachers higher wage to incentivize performance.

In fact, the budget local governments have to spend on teachers and salary levels are both determined centrally. As result, local authorities and schools are powerless to take steps to address vastly overcrowded classrooms or poor teaching quality. Whilst the administration of education services has theoretically been decentralized, in reality a number of time-consuming bureaucratic processes remain which constrain the ability of local authorities to effectively respond to specific local requirements. For example, head teachers lack the necessary autonomy to take full responsibility and

accountability for the performance of their school. As noted, decisions regarding policies and financial resources devoted to specific educational requirements are made at a central level. In addition, there is no feedback loop for local authorities and schools to voice local concerns and influence decisions in order to address these issues (dpu2007).

Teachers are paid an average of UGX 273, 000 per month which is very low. Considering the cost of living they are expected to remain motivated to impart knowledge. In addition, teachers are saddled with a heavy workload as the class sizes are quite large, especially in Universal Primary Education schools. Subsequently, there is a high likelihood of teachers not being dedicated in the performance of their duties, which could affect performance of students in such schools. (GOU, 2012:83)

Goal 2 of the Millennium Development Goals is to ensure that by 2015, children everywhere; boys and girls alike will be able to complete a full course in primary education (MoLG, 2003).

The Education (Pre-Primary, Primary and post Primary) Act, 2008, in its articles 4(1) states that the provision of education and training to the child shall be a joint responsibility of the state, the parent or guardian and other stake holders(GOU 2008 :10).

There is need to sensitize and enforce the parents' role towards education financing especially in government schools. Article 26; of the Universal Declaration of Human Rights states that everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Government has identified and considered the following additional factors: poverty is often an important factor that prevents parents from sending girls to school or maintaining them there, the absence of relevant educational opportunities, facilities and program for girls who drop out of the education system due to the pregnancies and other similar disciplinary problems(MoES1992).

The Kiboga District Local Government Five-year Orphans and other vulnerable children integrated strategic plan 2012 - 2017 states that basic education allows children to live a better, more productive life, and increase their choices and opportunities for the future. Determining the actual enrolments in the schools has been a major problem, due to inability to conduct head counts in all schools. The District relies mainly on declarations by the respective head teachers. However, the few schools sampled indicated some exaggerations in the declarations.

Despite the UPE program, many OVC have not managed to enroll to school due to inability of their caregivers to raise money to buy them to scholastic materials and other necessities and the exploitation in terms of doing domestic work at their homes.

The plan sets its objectives towards education as improvement of school enrollment, performance and retention of OVC in 80 schools, train teachers in so schools in proper and effective handling of OVC to contribute and improve management of the bursary scheme and sponsorship of OVC at the district and 8 lower Local Governments and to increase access to education especially for OVC.

The Government white paper on implementation of the recommendation of the report of the Education Policy Review

Commission, Kampala April 1992, identifies some of the current issues confronting the education system in Uganda that; despite the massive expansion that took place in the number of schools and enrollments both at the primary and secondary levels during the early eighties, the expansion was without proper planning. Resources were not made available for the provision of the necessary facilities, instruction materials and trained teachers for the fact growing population of students.

Further still, the cost of education has increased considerably over the years, while Government resources have remained limited. As a result, the quality of education has suffered greatly. Many students drop out prematurely at primary level and millions of children continue to remain totally uneducated which means the gains are low from whatever resources the government spends on education.

More still most of the Primary and secondary schools supplement their incomes with contributions from parents Teachers Associations (PTA). Although this helps in running the schools, many parents find it difficult to meet the ever rising cost of schooling for their children. Callier (2001) states that

President Museveni's 1997 election pledge to provide free Primary Education catapulted education issues up to policy agenda. Until that point education had arguably been a low and declining priority for the government. In 1987, when the Museveni government had just come to power, it set up the Education policy review commission to report on the state of education. The commission's most notable recommendation was to attain universal primary education by 2000. However, the government was slow to implement the measures and commit the resources needed to meet this goal. The response to universal primary education (UPE) initiative of 1997 was strong leading to a near doubling of officially recorded

primary school enrolments - and government's modest funding increase was insufficient to meet the demand. To deal with this dramatic expansion, the Education sector investment program of 1998 - 2003 envisioned a 50 percent increase in expenditures of primary schools and a doubling of resources to secondary schools (Reinikka & Callier 2001:68).

Kiboga 5-year district development plan 2010/14-2015/15 states that local revenue collection has tremendously dwindled especially after the subdivision of Kiboga district to carve out Kyankwanzi district. The poor local revenue collections in the sub countries, coupled with late and poor release of funds, as indicated in Kiboga 5-year district development plan 2010/14-2015/15 has exacerbated the district financial performance of subsequently manifested in poor financing and performance of service delivery including education.

There is a growing concern over local revenue mobilization in many local governments. Local revenue has constantly been on a decline. The traditional sources of revenue especially graduated tax, trading licenses, market dues, local service tax, land fees premium, tender fees, forest produce and others face a number of problems. For instance in the Uganda local authorities association conference held in Mbale 2002, participants expressed concern over low local revenues as a result of factors including political interference.

Local revenues should constitute a very significant share of local finance if local governments are to function adequately. People are willing to pay taxes if they realize a link between service delivery and the taxes paid. Own source revenues give local control and in deciding which taxes should go to which level of government or department as per set priorities.

Central government grants should not account a bigger share of local expenditure, because a bigger percentage of these grants is conditional which renders it difficult for the local government to reallocate where they best need them and also, when revenues get tight at the center, national government s tend to cut off transfers to local governments which affects services at sub national units.

The fear to miss allocate funds by local governments if given complete freedom to allocate them leads to conditions to be attached by various donors including central government.

This research shall investigate the effect of the lack of an independent, reliable and sustainable financial base to adequately fund service delivery and case study of the performance of primary education in Kiboga district.

The observer, Friday, February, 14-16, 2014 in his article "don't blame poor results on teachers" Joseph Kimbowa notes that this year, the likes of Bulambuli, Bukwo, Kaliro, Iganga, Buyende, Bugiri, Bududa and Namutumba districts struggled to get a single grade. They are all rural districts. While the urban and private schools can easily survive on student fees, their rural counter parts have to wait for government money. He further contends that at its inception, universal primary education had a policy that every child would receive UGX 6, 000 per year but the government reduced it to about UGX 7, 260 to accommodate more numbers. Yet even this little is not remitted on time. Joseph Kimbowa laments that he recently spoke to a head teacher who told him that each child in her school was allocated UGX3, 000 as capitation grant. The school had last received this money in second term of 2013. This money is acutely inadequate to buy chalk, textbooks, and other materials (Kimbowa, 2014).

## **2.2 How the available revenue influences universal primary education performance.**

Yet this near-doubling in school enrolment was not matched by staff recruitment owing to lack of adequate finance from central government and local resources. Most financial allocations to local governments are either put to non-education expenditures or do not reach their final destination Muriisa (2008) and Grogan (2006)

Despite the UPE policy under which government covers fees, costs borne by parents remain a major cause of drop-out. Other causes include poor quality, distance from schools, involvement in economic activities, lack of appropriate facilities and harassment by teachers improving survival rates by improving quality and management is therefore a major challenge for government.

Like any other economic unit, a government needs funds to finance its activities. Such funds are realized from various sources. It is difficult to give a complete list of all the sources of public receipts. But the important ones include taxes, income from currency, market borrowings (Bhatia 2006).

Education is the most important tool for social and economic emancipation. The financing of education facilities is acutely inadequate. With increased enrollment in UPE coupled with inadequate investments and maintenance, the existing facilities the capital city have been overwhelmed and are in a sorry state. (KCCA (2015:22)).



**Table 3: Revenue performance of selected schools**

No	School	Annual Budget	Amounts Received	
			2011	2012
1.	Kirinda Cons. P/s	4,756,000=	2,429,893=	2,507,102=
2.	Kirinda P/s	4,200,000=	2,733,304=	2,048,949=
3.	Kagobe P/s	4,500,000=	1,979,091=	2,418,867=
4.	Kasega C/u P/s	4,670,600=	2,345,700=	2,434,560=
5.	Nyamiringa P/s	5,400,000=	1,714,622=	2,019,086=
6.	Kyetume Is. P/s	5,200,000=	1,743,897=	2,124,555=
7.	Kiboga UWESO P/s	5,000,000=	1,608,028=	1,837,699=
8.	Kyato P/s	5,500,000=	1,583,000=	1,783,000=
9.	Budimbo P/s	5,200,000=	1,743,897=	2,124,555=
10	KasegaRc P/s	4,500,000=	2,733,304=	2,048,949=

The schools are acutely underfunded. Schools can hardly access have of the funds they require in a year. Coupled with the high inflation, the government policy under universal primary education is not friendly to sourcing funding from parents. Teachers are not supposed to solicit for money from parents. This leaves them with almost no option but to operate the schools at low capacity hence the regularly poor results.

Further still, in the year 2011, Masaka District Local Government stated the overall sector goals of the education sector as financing the provision of teachers" accommodation in rural and disadvantaged primary schools; establishment and support special needs education units; to improve upon teachers" and pupils" welfare; to provide classroom accommodation in permanent structures (Masaka District Local Government 2011).

These policies were put up to emphasize and ensure that free education is accessed by all children in the country. The policy was that each family shall offer four children for free education. It was however turned into education for all. This was done without a corresponding increase in resources as disbursed to schools creating a big funding gap which has complicated service delivery. The government has however not come out clearly to explain to the parents their roles and responsibilities. It assumes it can offer a lot without involvement of the parents. GOU (2008:10)

Further still, the National Development Plan 2010/11-2014/15 states that:

As one of investment priorities and national core projects as investment in human resource development with focus on health, education and skills development as a key priority for the national development plan. This will entail through diagnosis of the available skills and competencies against what is required for national, regional and international markets and changing the education curriculum to suit the demands. It further states that The NDP also envisages an improvement in the efficiency of the use of resources in the education and health sectors. This will include addressing regional disparities and dealing with the significant management and other issues impeding the delivery of cost-effective health and education services. (MoFPED, 2010:19)

Kiboga (version 2012) 5-years district development plan 2010/11-2014/15 sets one of its strategic objectives as improving the mobilization and generation of sustainable local revenue through enhanced capabilities of the district and lower local governments. It also sets enhancing access and equity to quality primary education. The plan outlines the education proposed work

plan for 2012/2013 financial year. It sets out the output descriptions, activities to be implemented, annual targets, project outputs, costs and sources of funds.

The plan further sets out the issues, constraints and challenges for education service delivery. It states issues like lack of staff houses, lack of transport, poverty, ignorance of parents, political interference, delayed UPE funds, lack of refresher courses, poor literacy levels, poor quality teachers as some of the issues, constraints influencing affecting education services delivery in Kiboga District for 2011/12 (KDLG, 2012).

Experience has shown that private costs of education are burdensome in countries in which poverty and vulnerability impose tough choices on families and households about how many and which children to send to school and for how long. Some countries have taken the bold step to eliminate fees and other costs to parents, or introduced conditional cash transfer programs for poor families, have seen dramatic and sudden surges in enrollment: in Kenya, primary school enrollments increased from 5.9 million in 2002 to 7.12 million in 2004, and in Timor Leste, they increased by 9.5 percent between 1999 and 2001 (Bentaouet-Kattan 2006 cited in UNICEF, World Bank, 2009); in Uganda, with the introduction of Universal Primary Education primary school enrollment grew from 3.1 million in 1996 to 5.3 million in 1997 (World Bank, UNICEF 2009).

The performance of education services under decentralization reforms indicates that: the UPE policy led to increased public funding for primary education, number of teachers and schools (Nishimura et al, 2005 cited in). The immediate result of the policy was a dramatic increase in primary school enrolment with the number of pupils in public primary schools nearly doubling by mid-1997 (Diarra, 2003).

Children not in school: households which had children in school going age (6-17 years) but were not in school were asked to state reasons. The major reason given by households in Kampala was lack of school fees. Under the UPE program, Government pays tuition and parents are supposed to buy uniforms, meals, utility bills (water and electricity) and scholastic materials (exercise books and pens). Most schools in Kampala charge for these items and pupils who do not pay are not allowed in school. These observations corroborated with the findings of focus group discussions with children in schools visited in Kampala. Lack of school fees was cited in all focus group discussions as one of the major causes of absenteeism in schools (Transparency Accountability Program 2013).

Nyirinkindi (2007) also states that:

Government program like UPE have improved the plight of the child by putting into consideration the special learning needs of specific groups. To enable vulnerable groups access the same opportunities as other groups, Kampala District provides bursaries to needy children. For example, in the past financial year, the fund gave out 15 million Uganda Shillings worth of bursaries to 177 primary pupils and 45 secondary students. Marginalized children's groups in Gulu have been able to access educational institutions to a certain extent. (Nyirinkindi, 2007:43).

Some of education financing challenges include; the central government transfers that are objects of inaccurate budget estimates, arbitrary budget cuts, and non-timely fund disbursements. These create substantial budget unpredictability that destabilize the smooth running of the municipalities' finances and make budgeting a nightmare. (Meyers 1996 cited in

(Onyang, 2005) strongly criticized the conditional grants (earmarked funds), off-budget funding and unpredictability of central government transfers as major weaknesses in public sector budgeting. He further argues that conditional grants undermine the effectiveness of the budgets and service delivery. The reason he gives is that users of conditional grants have little or no incentive to economize or achieve value for money.

### **2.3 Challenges facing teachers in Universal Primary Education schools.**

Margaret Rwabushaija, chair of Uganda's National Teachers' Union, says the government must increase funding to schools. Since 1997, she says, it has not revised the amount of money it pays to educate a child annually, which stands at 7,560 shillings. "How do you expect head teachers to run schools without money?" she asks (The Guardian, 2015).

Betty Bitainensha, deputy head teacher at government-aided Kitante primary school in Kampala, says public schools often have the best-trained teachers, but they are less motivated to work. Teachers are among the lowest paid public servants in Uganda. The government has pledged to increase teachers' salaries in the 2015-16 financial year.

Alupo says she is optimistic about the future, but only if they can focus on the key obstacles: "Are teachers at school at all times? Are they are motivated to teach? Is the environment conducive for the learners? And finally is there a special programme to talk to parents about their role and obligation?" (The Guardian, 2015)

Through UPE programme, it is the responsibility of the Government to provide adequate and well trained teachers. It should also monitor their work as well as cater for their wellbeing so as to motivate them for providing quality education (Bategeka and Okurut 2006:2). However the analysis on teacher's quality reveals that a large proportion of primary school teachers lack appropriate training. For example, in 2003, there were 145,703 primary schoolteachers, of whom 54,069 (37%) had no formal teacher training and only 7,960 had just a teaching certificate, obtained after training on completion of primary education. The majority of unqualified teachers are deployed in UPE rural schools (ibid: 5). With this, one can easily see the extent to which UPE in practice does not guarantee equality of output to children in rural and other disadvantaged areas as untrained teachers are less likely to give low quality teaching, an issue that contributes to school dropout.(Okumu 2008)

According to 2007 primary education assessment report made by the Dutch Operations Evaluation Department, between 20% and 30% of teachers are absent from school at any given time with the main reasons for being delayed and low salaries, long distances from their homes to schools and inadequate supervision (MoES 2007. In the same report, Joseph Eilor, found that absenteeism of teachers was highest in rural and northern parts of Uganda. As teachers dodge their work at school, pupils also dodge in response to their teacher, a factor that compromises the rate of their survival in school as most of them never come back as the proverb says that; "when the cat is away, the mice plays all ever", whenever teachers are absent, the pupils also skip schooling.(Okurut 2012)

The average number of pupils per teacher (pupil-teacher ratio) is an essential factor to be taken into account when defining the need for teachers. All things being equal, when this number rises, then fewer teachers are needed; however, with high values, there is a risk of compromising the quality of learning. Based on the values observed in low-income countries that are closest to UPE, the Education For All Fast Track

Initiative (EFA-FTI) framework recommends a reference value of 40 pupils per teacher in primary education. (Jorousse et al, 2008, 45)

The impact of the AIDS epidemic on the teaching profession is the subject of debate but data is too patchy on this aspect to come to a definite conclusion (refer in particular to UNESCO, 2006); however, it seems that, on average; teachers are affected in similar proportions to the rest of the population in a given country. So the idea here is to consider the effects of the epidemic on estimated teacher attrition.

Moreover, the phenomenon of attrition in general is particularly difficult to measure, as suggested by the very different results sometimes observed for a given country (cf. table 1.3).

Estimations made for around ten countries within the framework of a workshop on teaching matters held in 2007 (Regional Workshop on Teacher Matters, 2007) are distinctly lower than the rate of attrition applied by UIS. This is why, in this study, the minimum rate of attrition has been set at 3% (to take into account teachers leaving for retirement) and increases with the incidence of HIV/AIDS in the country (cf. box 1.1). In this model, attrition reaches a maximum of 6% for countries where the incidence of HIV is over 15%.

In any education system, especially primary education, teacher payroll represents the largest share of the education budget. African countries are no exception to this rule. Recent data for around 40 countries illustrate this phenomenon. They demonstrate that in primary education in Africa, 70% on average of current public expenditure on education is devoted to classroom teacher salaries. Country situations are nevertheless contrasted in this respect as illustrated in graph 2.1. In most cases, the proportion fluctuates between 50% (Lesotho or Guinea) and 90% (South Africa or Morocco), and bears no relation to language or regional specificities (Jorousse Jeane Pierre et al, 2008).

...in turn led to high dropouts as, student - teacher ratio which was not sustainable, poor welfare of teachers, insufficient funds in terms of capitation grant, poor facilities and infrastructure all contributing to the high levels of poor performance in UPE schools. ([www.redpepper.co.ug](http://www.redpepper.co.ug))

Delayed remittance and insufficiency of funds/Capitation Grant negatively lead to increased failure rate as this hampers the scheduled teaching and use of instructional materials by teachers which doesn't accommodate pupils studying as to required standards.

Poor infrastructure too plays a part in pupils failure rate since some pupils as per the visited districts of Kabale, Kasese and Arua, some pupils still attend class under trees and some weather conditions can't allow learning to progress accordingly. A survey in selected schools in the districts where Uganda Debt Network operates some parts of classrooms were found to have



been converted into teachers' accommodation, pupils shared latrines with teachers, girls and boys shared latrines and pupils studied in highly congested classrooms without desks. ([www.redpepper.co.ug](http://www.redpepper.co.ug))

Free education posed a great challenge on teachers shortage in public primary schools since FPE worsen the working conditions of teachers since it increased the workload of teachers due to increase in enrolment levels in public primary schools yet salaries remained the same. According to Sanders (2007) free primary education caused qualified teachers to transfer to private primary schools due to deteriorating working conditions in public primary schools and hence public primary schools were left with few numbers of qualified teachers hence causing a shortage of teachers in public primary schools. According to Mills (2009), some qualified teachers were moved to secondary schools where shortage of teachers was more acute.

#### **2.4 Present study**

The literature review has been based on the various themes including how the available revenue influences universal primary education performance, the factors influencing performance of universal primary education and the challenges facing teachers in Universal Primary Education performances. It has been realized there is comprehensive literature on Universal Primary Education. Teachers in UPE schools are facing tremendous challenges as revealed by the available literature. Remuneration is inadequate, though regular to most of the teachers, unconducive teaching environment and poor infrastructure. The teacher student ratio is unfriendly. There is also a lot of literature on funding of Universal Primary Education in Uganda. Education financing has a lot of challenges, majorly inadequate

financing. There are two aspects to the funding question: the insufficiency and the misallocation of resources. Both aspects have to be addressed in the interest of improved efficiency and equity. The local governments have very little involvement in the planning of the services delivered (such as roads, health care, primary education and others). There is no local discretion to change allocation between or within sectors according to local priorities. The introduction of UPE led to increased funding to schools but the sharp increase in enrollment was not balanced with a subsequent sharp increase in funding. Increase in funding has been slow and gradual thus leading to fall in performance. It affected staffing, infrastructural development and remuneration.

The available literature does however not directly go deeper to research on the influence of funding to performance. We have seen in some literature where low funding does not directly transform to poor performance. The previous researchers have dueled on one area. Some researchers have dealt with analyzing the funding while others have dueled on financing but have not analyzed and compared the two. The current researcher shall critically analyze the sources of funding; level of funding, levels of adequacy and other related factors that affect UPE performance relate them to performance and make recommendations.

District and Sub County Councils, Executive Committees scrutinize approve budgets and allocation of funds. The Local Governments receives funding from the several sources as the independent variables which include locally raised revenues, central government transfers, donors and community contributions. When funds are received in adequate amounts and timely, they are disbursed to the schools, the funds shall be utilized to improve school performance through several

strategies like infrastructural development, improving remuneration of staff and improvement in staffing levels which are the dependent variables.

This is reflected in Primary Leaving Examinations performance, teacher attendance and performance, learning environment, school attendances, and performances in extracurricular activities.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that was used during the study. It involves the research design, study population, sample size and selection, sampling techniques, data collection methods, data collection instruments, procedure of data collection, reliability and validity of instruments, data analysis, measurement of variables, data presentation and analysis and the limitations to the study.

#### **3.1 Research Design**

The research employed a case study research design with specific reference to schools in Kapeke Sub County. The case study approach was applied because only a specific number of schools within the Sub County was selected for the study, in order to place more emphasis on a full and in depth contextual analysis of fewer events and their interrelationship. Qualitative approach was used to generate descriptive data and option information respectively. In-depth interviews were used for collecting data on individuals' personal histories, perspectives, and experiences.

Qualitative research enables you to examine people's experiences and perceptions in detail by using a specific set of research methods such as in depth interviews, focus group discussions, observation, content analysis and visual methods.

According to Creswell et al. (2003), qualitative research helps in getting an in-depth analysis of the problem under investigation and qualitative research was applied in order to

describe current conditions and obtain the relationships between the variables.

### **3.2 Area of study**

Kapeke Sub County originated from Kibiga Sub County in 1996. It borders Lwamata in the South, Wattuba in the West, Kyankwanzi in the North, Kiboga Town Council in the South, Dwaniro Sub County and Luweero District in the North. It is majorly characterized by flat savanna grassland. It covers an area of approximately 356.07 sq. kilometers. The dominant soils are sandy soils and the soil fertility can be graded as average. Under the political structure, the Sub County comprises of 18 villages and 4 parishes. Kapeke Sub County, according to the 2014 Population and Housing Census, Kapeke has a population of 12,329 where 6,342 are males and 6,037 are females living in a total of 2,325 households (Kapeke 5 year development Plan 2010).

Kiboga district was formerly Ssinga county of Mubende until 1991 when it got district status. It is located in the central region of Uganda about 120kms from Kampala by road. The district has approximately between 130 North and 3214 East. It borders with the districts of Kyankwanzi in the North Nakaseke in the East Mubende in the West and Mityana in the South. The total population of Kiboga district according to the 2002 population and housing census was 108,897 of which 55,229 are males and 53,668 are females with a 4.1 growth rate and average household is 4.4. More than 70% of the population is under 18 years of age with population density of approximately 58.9 per square km. The district has a fertility rate of 7.4 compared to the national average of 3.4. The current projected population 2010 is estimated at 151,500 of which 77,000 are male and 74,500 female. (KDLG 2012)

The district is made up of one county Kiboga, where boundaries are the same as those of the higher local government. It is then subdivided into sub counties, 2 town councils with only 41 parishes and 257 villages. Kiboga district is among the poorest districts with 60.4 of the individuals below the poverty line and with 20.85 poverty gap as percent of poverty line. The poorest sub counties include Kapeke and Muwanga (KDLG, 2012).

### **3.3 Study Population**

The total population of Kiboga district according to the 2002 population and housing census was 108,897 of which 55,229 are males and 53,668 are females with a 4.1 growth rate and average household is 4.4. More than 70% of the population is under 18 years of age with population density of approximately 58.9 per square km. The district has a fertility rate of 7.4 compared to the national average of 3.4. The current projected population 2010 is estimated at 151,500 of which 77,000 are male and 74,500 female. (KDLG 2012)

Kiboga District has 113 Primary schools, of which 87 are government aided schools. In 2012, 28,272 pupils were enrolled in the 87 universal primary education schools. Ten schools were sampled. The researcher applied stratified random sampling where three strata were formulated according to geographical location, human settlement patterns, economic Kapeke Sub County, according to the 2014 Population and Housing Census, Kapeke has a population of 12,329 where 6,342 are males and 6,037 are females living in a total of 2,325 households (Kapeke 5 year development Plan 2010). The strata consisted of strata 2 schools in the stratum for semi-urban schools, 5 schools in the stratum for pastoralist area schools and 3 schools for stratum for schools from areas made up of cultivators. The purposive and snow ball

sampling methods were applied to select the schools for each stratum. These methods were applied because the schools selected are well known to the researcher and lists available in the District offices.

The Sub County has 12 government aided schools from which the researcher selected ten schools with different characteristics. The schools identified for the study include Kirinda Consultant Primary School, Kirinda Primary School, Kagobe Primary School, Kasega COU Primary School, Nyamiringa Primary School, Kyetume Islamic Primary School, Kiboga UWESO Primary School, Kyato Primary School, Budimbo Primary School and Kasega RC Primary School. The schools were selected from areas with characteristics of pastoral areas where cattle rearing are the key economic activity, areas occupied by cultivators and semi urban locations or trading centers. These characteristics are representative of Kiboga District. The researcher interviewed the District Accountant, the Accounts Assistants and the Senior Assistant Secretary for Kapeke Sub County. At district level, the Accountant in charge of the Universal Primary Education account, the District Inspector of Schools was interviewed. In the schools, the head teacher, six teachers from each sample school and six members of the School Management Committees were interviewed from each school were interviewed.

The aim is to ensure that the factors influencing universal primary education performance from all areas with different characteristics is covered.

### **3.4 Sampling Technique and sampling selection**

#### **3.4.1 Sample size**

In this study the number of schools in the targeted population is known in advance as school lists indicating schools for each category are readily available at the office of District Inspector of Schools and the list is exhaustive. The ultimate sample size of the ten schools from a target population of 12 schools was derived using sample table developed by R. V. Krejeie and D. W. Morgan cited in Amin 2005. A total of 135 respondents were interviewed in the research study. Family Health International expounds that:

Sample sizes, which may or may not be fixed prior to data collection, depend on the resources and time available, as well as the study's objectives. Purposive sample sizes are often determined on the basis of theoretical saturation (the point in data collection when new data no longer bring additional insights to the research questions). Purposive sampling is therefore most successful when data review and analysis are done in conjunction with data collection (Family Health International, 2003:3)

This research was not exceptional. The researchers collected workable data from the population from the specific representative samples. It concentrated on schools with specific characteristics, able to assist with the relevant research. This enabled minimization of resources and time but meet the research objectives. The review and analysis of data were done alongside the collection process.



**Table 4: Sample selection and Sampling Size of the respondents**

<b>Category of respondents</b>	<b>Target Population</b>	<b>Sample size</b>	<b>Sampling strategy</b>
Semi Urban schools	20	26	Purposive sampling
Schools in areas occupied by pastoralists	75	65	Purposive sampling
Schools in areas occupied by cultivators	45	39	Snow ball and purposive
District/Sub County staff	5	5	Snow ball and purposive
<b>TOTAL</b>	<b>145</b>	<b>135</b>	

**Source:** Kiboga District Inspectorate of Schools 2014

### **3.4.2 Sampling Technique**

The study applied the stratified random sampling, purposive and snowball sampling techniques. Stratified random sampling is a research technique that attempts to restrict the possible samples to those which are less extreme by ensuring that all parts of the population are represented in the sample in order to increase the efficiency. It is also the process of dividing a population of elements into distinct subpopulations called strata. In this research, strata were formed so that each population element was assigned to only one stratum.

In stratified sampling the population of \$N\$ units was first divided into disjoint groups of \$N\_1\$ \$N\_2\$ \$N\_3\$, units, respectively.

These subgroups, called strata, together they compromised the whole population, so that  $N_1+N_2+N_3=N$ .

From each stratum a sample, of pre-specified size, was drawn independently in different strata. Then the collection of these samples constituted a stratified sample. A simple random sample selection scheme was used in each stratum to obtain the corresponding sample called a stratified random sample. The stratification produced a gain in precision of the estimates of characteristics of the whole population. The population was divided, using prior information into subpopulations (strata), each of which was internally homogeneous. Since each stratum was homogeneous, the characteristic under consideration varied little from one unit to another, a precise estimate (an estimate with smaller variance) of any stratum parameter was obtained from a small sample in that stratum. These estimates were then combined to obtain a precise estimate for the whole population. The operatives were selected using a probabilistic technique of stratified random sampling technique being considered because respondents were sampled from different schools and areas of different characteristics in the Sub County. This was done in order to capture the problems parents and teachers face depending on the cultural and geographical environment. Purposive and snowball sampling techniques were applied to select the respondents from the schools. Purposive sampling is a non-random selection of participants on purpose. The variables to which the sample was drawn up were linked to the research question. In purposive sampling, the researcher sampled with a purpose in mind. We had three specific predefined groups we were seeking. Purposive sampling was very useful for the situation because we needed to reach a targeted sample quickly. Our purposive sample was the head teachers. The research was guided by a list of head teachers that was obtained from the District

Inspector of Schools. Snowball sampling is a type of purpose sampling where existing participants recruit future subjects from among their acquaintances. It was applied as an approach for locating information-rich key informants. Using this approach, a few potential respondents were contacted and asked whether they know of anybody with the characteristics that you are looking for in your research. Snowball sampling is designed to identify people with particular knowledge, skills or characteristics that are needed as part of a committee and/or consultative process. Snowball sampling uses recommendations to find people with the specific range of skills that has been determined as being useful, as such, snowball sampling aims to make use of community knowledge about those who have skills or information in particular areas. In snowball sampling, the researcher began by identifying someone who met the criteria for inclusion in the study; the head teachers of the sample schools. The researcher then asked them to recommend six teachers and six members of the School Management Committees to participate in the Focus Group Discussions. Snowball sampling is especially useful when you are trying to reach populations that are inaccessible or hard to find.

### **3.5 Data collection methods and instruments**

Data for the research was collected using three methods. These were; in depth interviews, Focus Group Discussions and review of documents. Interview guides were formulated and applied to get information Senior Assistant Secretary, Sub County Accountant, District Accountant, Accountant in charge of the District UPE account, District Inspector of Schools and all school head teachers. Focus Group Discussions were applied to the six teachers and six members of the school management committees

from each sample school. These facilitated collections of data within the social context to enable the researcher listen to the respondents and enrich the quality of information. It enabled the researcher to collect information from the parents of the schools. The review of documents was also used to cross validate the information that was collected using the interview guide. These included class lists, attendance registers for pupils and staff, budget call circulars, district work plans, District Development Plans, PLE result lists and others.

### **3.5.1 Focus Group Discussions**

A focus group is a small group of six to ten people led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out.

During the sessions, the moderator's goal was to generate a maximum number of different ideas and opinions from as many different people in the time allotted. The focus groups were structured around a set of carefully predetermined questions which engaged the participants in a free-flowing discussion.

The moderator applied engagement questions to introduce participants and make them comfortable with the topic of discussion. Exploration questions were also applied to get to the meat of the discussion. Exit question were applied to the participants to check to see if anything was missed in the discussion

The pool of participants was defined by position and title. Once the group of recruits was established, each one was called to confirm interest and availability. Times and locations of the focus groups were secured in consultation with head teachers by verbal confirmation. The focus group discussions were conducted

by a team consisting of a moderator and assistant moderator. The moderator facilitated the discussion; the assistant took notes. Demographic information from participants' gender or other attributes. The interview guide facilitated the process. Participants were consulted for consent. The moderator used a prepared script to welcome participants, reminded them of the purpose of the group and also set ground rules. Several useful questions were applied for probe.

These were applied to six teachers and six members of School Management Committees from each sample school. A total of 120 respondents were engaged in lengthy interactive discussions of 70 to 90 minutes in agreed locations. The researcher coordinated the meetings with the help of the head teachers. Two meetings were held for each cluster for the teachers and another for the members of the School Management Committees. 12 respondents were engaged the for the peri urban schools for each meeting, 30 respondents for schools in areas occupied by tourists and 18 respondents for each meeting for schools in areas occupied by cultivators. A total of six meetings were conducted.

During the meetings the researcher introduced himself by name, position and contact address, the purpose and scope of the meeting and study, and topic. The respondents also introduced themselves by name, school and role played in case of members of School Management Committees. Respondents were informed that they were selected to participate in this study to generate the evidence on the subject of study. It was clarified to the members that this interview was entirely voluntary and had the right to withdraw from the interview at any point without consequence. The respondents were given time to ask questions and other issues for clarity.

After the above process, the researcher read out questions from the interview guide directed to the respondents. The respondents were given choice to answer randomly at will without a specific question being directed to a specific respondent. The researcher documented the responses in a note book. The research asked additional questions related but not included on the guide to engage further and collect more information. The researchers were able to directly extract information using the best means, language and time. The method enabled the use of observation, interpreting of facial expressions to extract the true experiences and perceptions from the respondents. At the end of the discussions, the researcher officially thanked the respondents for their attention and promised to communicate the results of the discussions after approval of the dissertation

### **3.5.2 Review of Documents**

The study involved carrying out library and office research where secondary sources about the research questions were considered; these included literature on quarterly District and Sub County reports, newspapers, guidelines, internet, circulars and public standing orders PLE results, pupil attendance lists for schools, financial release circulars, lists of teachers in schools, school inspection reports and others.

Established libraries and record offices were visited and these included; Uganda Martyrs University library, Kiboga District library, Kiboga District and Kapeke Sub County Education, Finance offices. These were useful to cross validate primary data and provide basis for explaining certain concepts. The researcher collected information from primary, inadvertent data sources regarding the sources of finances in the district and Sub County, disbursements to schools, district and school

budgets and work plans, school inspection reports, PLE results and school attendance registers. The researcher obtained the documents from the district, Sub County and school offices.

### **3.5.3 Interviews**

An interview is described as a conversation where questions are asked to extract information pertaining to a service, as a means of gaining a better understanding of a subject. The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996).

A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. (Kvale, 19

96). The interviewer is usually a professional or paid researcher, sometimes trained, who poses questions to the interviewee in alternating series of usually brief questions and answers. They are a standard part of qualitative research. Interview method was adopted because they were particularly useful for getting the story behind a participant's experiences. The qualitative research interview seeks to describe the meanings of the central themes in the life world of the subjects. Interviewing, when considered as a method for conducting qualitative research, is a technique used to understand the experiences of others. The interviewers pursued in-depth information around the research topic. (McNamara, 1999). Interviews were completed by the interviewer based on what the respondents said. The interviews began "warm up" questions to build initial rapport. These usually rotated around the school environment.

The interview followed a logical flow based on the interview guide. Difficult or potentially embarrassing questions were asked towards the end of the interview, when rapport has been established. The last question provided closure for the interview, and left the respondent feeling empowered, listened to, or otherwise glad that they talked to the interviewer.

In these personal interviews, the interviewers worked directly with the respondents. This gave the researcher the opportunity to probe or ask follow up questions. Interviews are generally easier for respondents, especially in this research where what were sought were opinions or impressions. The general interview guide approach was intended to ensure that the same general areas of information were collected from each interviewee; which provided more focus than the conversational approach, but still allowed a degree of freedom and adapt a setting. A setting with the least distraction was chosen.

The interviewer explained the purpose of the interview and addressed the terms of confidentiality. He explained the format of the interview and indicated how long the interview shall take. He also provided contact information of the interviewer and allowed the interviewees to clarify any doubts about the interview. The data was recorded in a notebook.

The interview guides were applied to get information from the Senior Assistant Secretary, Sub County Accountant, District Accountant, Accountant in charge of the District UPE account, District Inspector of Schools and all school head teachers, 60 teachers and 60 members of school management committees. The researchers visited the respondents' offices, schools and interviewed each individually using the available interview guide and noted down the responses in a notebook. The researchers were able to directly extract information using the



best means, language and time. The method enabled the use of observation, interpreting of facial expressions to extract the true experiences and perceptions from the respondents.

### **3.6 Research Tools/Instruments**

Interview guides were used as data collection instruments.

#### **3.6.1 Interview Guides**

The term can be employed to refer to the brief list of memory prompts of areas to be covered that is often employed in unstructured interviewing or to the somewhat more structured list of issues to be addressed or questions to be asked in semi-structured interviewing. The questioning allows interviewers to glean the ways in which research participants view their social world and that there is flexibility in the conduct of the interviews

The interview guide helped the researchers to know what to ask about, in what sequence, how to pose questions, and how to pose follow-ups. They provided guidance about what to do or say next, after the interviewee had answered the last question. The guide consisted simple questions. The questions were those which elicited the longest answers from the respondent. They avoided questions that could be answered with one word. The lead researcher wrote down the larger research questions of the study and outlined the broad areas of knowledge that are relevant to answering these questions.

The researcher developed questions within each of these major areas, shaping them to fit particular kinds of respondents. The goal here was to tap into their experiences and expertise.

He further adjusted the language of the interview according to the respondents' capabilities as some are literate while others are semi illiterate (Teachers, head teachers and members of School Management Committees). Care was taken to word questions so that respondents are motivated to answer as completely and honestly as possible. The guide consisted of "how" questions rather than "why" questions to get stories of process rather than acceptable "accounts" of behaviour. Probes that elicited more detailed and elaborate responses to key questions were developed.

The guides were designed and applied teachers and members of the School Management Committees. These had short, clear open ended questions. The researcher physically asked the questions and received instant answers from the respondents. He noted the answers in a note book for reference.

### **3.7 Validity and Reliability of data**

#### **3.7.1 Validity**

Validity refers to the extent to which research results can be accurately interpreted & generated to other populations. Research tools were first prepared, presented to the supervisors who checked their creativeness. The supervisors' comments were used to improve the guide. The guide was pre tested on 5 respondents within the target population but outside the sample. This helped to identify the gaps and make modifications accordingly. The researcher ensured that questions are relevant in order to have meaningful and reliable results represented by variables in the study.

The interview guide was pretested using respondents within Kiboga District and validity was computed manually. Five interview guides were applied to 2 head teachers and 3 teachers from Kiboga District Administration School, St. Andrews Primary School, Kiboga and Kiboga Islamic Primary School all from Kiboga Town Council. The tools were pre- tested and proved sufficient for the research.

The researcher used the formula below to establish validity of the research tool;

$$\text{Content validity index (CVI)} = \frac{\text{agreed items by all judges as suitable}}{\text{Total number of the items judged}}$$

$$= \frac{135}{145}$$

$$= 0.93$$

If the overall content validity Index of the instrument was equal 0.93 which is above the average acceptable index of 0.7 or above for the instrument to be accepted as valid (Amin, 2005).

### **3.7.2 Reliability**

Reliability is the measure of the degree to which a research instrument yields consistent results after repeat. Cronbach's Alpha coefficient will be used to measure reliability of the instrument. According to Amin (2005) an alpha of 0.5 or higher is sufficient to show reliability the closer it is to 1 the higher the internal consistency in reliability, (sekaran 2003). The researcher trained an assistant on the process and tools to be applied in the study for three days.

### **3.8 Research procedure**

The researcher obtained an introduction letter from Uganda Martyrs University introducing himself to the Top management of Kiboga District and Kapeke Sub County, who then introduced him to one staff member of the Education Department to guide him obtain information from various sections of respondents in different departments. The researcher trained one research assistant for three days before going to the field to ensure quality work. The researcher conducted the field research for a period of three weeks within which data was collected. The researchers then visited the area of study and introduced himself to the head teachers, with whom he later programmed/scheduled with appropriate interview days and time. The research began collecting data from respondents depending on the schedule.

### **3.9 Data Analysis**

The analysis of data included inspecting, cleaning, transforming, and modeling of the data purposely to discover useful information, suggest conclusions, and support decision-making. Data mining, modeling, were applied to analyze the current and historical facts to make the required recommendations to improve performance of universal primary education. The analysis was done using qualitative data analysis method.

#### **3.9.1 Qualitative data analysis**

The analysis was done using the thematic, descriptive approach. It looked across all data to identify common issues that recur, identified the main themes that summarized all the views collected. It included reading and annotating of transcripts

making preliminary observations as the first step. The second step involved the identification of the themes. Summaries of what transpired in the field, noting and interpreting what the interviewees, words, actions, to get the meaning as the researcher made a list of themes.

The themes were gathered to obtain a coding scheme. When all the data was coded, they were arranged code alongside another code. Data extracts were picked out of the texts (Interviews and Focus Group Discussions) and each lined up under a specific theme. For the themes that cut across the data, the researcher looked narrative at each case. The researcher also looked in detail in some cases to see how the themes interrelate in a particular case. Data analysis was done manually because this was a relatively small data set.

### **3.10 Ethical considerations**

During the research and compilation, ethical considerations were regarded. The work done is an original production of the student. Other person's work that was used in the dissertation was acknowledged. Information collected from the respondents was kept confidential. The Focus Group Discussions began with the introduction of the researcher, student and the purpose of the research and the researchers endeavored to explain the purpose. It further assured the respondents that the information given is strictly confidential. Respondents were informed that the interview is entirely voluntary and had an option to withdraw. They were given time to ask questions and give their opinion and consent to the interview. Consent form was solicited from the discussants prior to kick off.

### **3.11 Limitations of the study**

The research was affected by limited time factor since the researcher hoped to carry out the study at the same time conducting practicum and working. Balancing the three is multi-tasking yet a limited time frame was given for submission of reports. The researcher thus established a system time schedule apportionment for the available time to accomplish the different activities accordingly. The researcher worked within this schedule but was unable to accomplish the task in time.

Some respondents were not willing to give complete information as they look at research as a threat to the organizational status and wastage of their time. They were not willing to divulge all revenue sources especially the contributions from the community and parents. This was because some of the sources were illegal according to government guidelines. Article 9 of the Education (Pre-Primary, Primary and post Primary) Act, 2008 concerning prohibition of charging for education in UPE or UPPET states that:

No person or agency shall levy any charge for purposes of education in any primary or post primary institution implementing UPE or UPPET program (GOU, 2008:14).

The researcher endeavored to make the questions and interview as objective as possible and also to avoid misleading questions.

### **3.12 Delimitations of the study**

The study was conducted in Kapeke Sub County as the case study. Kapeke Sub County was selected because the characteristics in the Sub County were representative of Kiboga District. These included economic, human settlement and the social activities.

It consists of semi urban settlements where trade is the main economic activity, areas occupied by pastoralists and areas occupied by cultivators which summarise up Kiboga District.

More still, the researcher identified indicators that would effectively indicate the performance of Universal Primary Education. These included the teacher and pupil school attendance, PLE performance, participation in extracurricular activities, dropout rates, availability of instructional materials and level of infrastructural developments and other indicators.

The researcher selected the study population. To get information from the Senior Assistant Secretary, Sub County Accountant, District Accountant, Accountant in charge of the District UPE account, District Inspector of Schools and all school head teachers, 60 teachers and 60 members of school management committees were interviewed. This was the best group of participants that would effectively offer the required information. Other groups of staff at school were left out as their involvement in UPE was inadequate. They are knowledgeable, skilled and active participants in UPE management.

The study made research on Universal Primary Education to establish the influence of funding on education performance and left out private schools because finances are easier to track in government schools. There are public records on financing and performance unlike private schools where records are private and no easily accessible. Disclosure is discriminate with irregular funding and poor record management.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

In the previous chapter, it was mentioned that the study covered 10 schools in Kapeke sub-county. Schools in semi-urban, pastoral and cultivator areas were stratified within these clusters. This chapter explains the findings of the research. It shows how data was analysed and presented to bring out a clearer understanding of the relationship between the different variables of the study. The major themes and subthemes that emerged from this study are related to the study specific objectives.

The respondents were the head teachers of all the 10 sample schools, six teachers from each sample school and six members of the School Management Committees for each sample school. The Senior Assistant Secretary, Kapeke Sub County, District Accountant, District Inspector of School, Education sector accountant and Kapeke Sub County accountant were part of the participants.

In an in depth interview with the Headmistress, it was revealed that, Kyato Primary School has acutely inadequate buildings with one toilet shared amongst all pupils, male and female and all teachers. This was supplemented by the head teacher, Kirinda Primary School who also said that the schools hardly access half of the budget that they require to run the schools throughout the year. The schools receive only a small percentage of their annual budgets. This assertion is backed by one of the Inspectors of schools who said that:

Nyamiringa Primary School is currently facing a big problem of lack of accommodation for teachers. Teachers reside in the nearby trading center which is two kilometers away.



During rainy seasons, some teachers are not able to reach school in time.

#### **4.1 Financing of Primary education**

In an in depth interview with the District Inspector of Schools, he revealed that;

Schools received funds through Stanbic Bank, Kiboga branch. All schools manage a current account in the Bank. Signatories to these accounts include the Head teacher and chairman school management committee. When funds reach their account, they receive information from the Inspector. They prepare their withdraw cheque, withdraw the funds and spend as per their budgets.

The head teachers revealed that funds are not received in time. Schools are supposed to receive funds every term which is not followed. They usually go through the term without funds and receive them during holidays. This creates enormous spending pressures accumulation of unnecessary debts.

Respondents noted that the funds received are very insufficient. According to head teacher Kiboga UWESO primary school Mr. Musiri Peter, he informed the researcher that the funds received can only meet 44% of school needs for the term.

It was also noted that schools depend on only the capitation grant. They do not have any other source of funding. They are supposed to receive funds four times a year in quarterly schedule. The schedule is however irregular and sometimes missed. The schools, the government also finances infrastructural development including construction of toilets, classroom blocks and others. This is also not done adequately as Mr. Serunjoji John informed the researcher that;

Kyato primary school has only one toilet shared by all students and staff at the school.

It was observed that the toilets at Kasega C/u are also in very poor shape and are already due for closure.

Schools try to improvise some other sources of funding to facilitate pupils with meals, regular exams but failed as soliciting of funds from parents or pupils is illegal under the UPE policy.

Parents are also not adequately meeting their financial needs. They are supposed to meet pupils need in time of scholastic materials and daily meals. Pupils however come to school without books, pens, pencils, geometry sets and others. This has exacerbated absenteeism because teachers send pupils back home to get these materials and if the parents do not provide them in time, pupils keep at home. The District Inspector of Schools, Mr. Buliuro Augustine said;

Government also meets its obligation by providing funding for school inspection. The school inspection is released to the education department quarterly to finance movements and reporting for inspections. Vehicles and motorcycles are served to facilitate movements.

Finance for teacher accommodation is very difficult. Out of the 10 schools sampled, only one school (Kagobe P/S) has staff quarters to accommodate teachers. The rest of the schools are obliged to improvise staff accommodation. This is mainly done in the neighborhood. Schools do not have such finances and teachers end up either paying for their accommodation or commuting daily from their homes which is not sustainable.

More still, one of the areas that have effectively been done as far as financing of primary education is concerned in the payment of teachers' salaries. All the teachers interviewed receive their salaries regularly through inadequate to meet their needs. It is received regularly and in time. However, as reached some school collect food from parents in kind to provide meals to pupils. As seen at Kagobe P/s pupils eat porridge and teachers eat posho and beans from parent contribution of maize and teachers contribute cash.

#### **4.2 Utilization of funds**

Government remitted UPE capitation through the education department to all the schools. The expenditure of the funds is well outlined. According to the guidelines, 35% is to provide instructional materials, which include chalk, pens, flowcharts, books, marks and more. 15% of the funds is committed to school management issues including conducting of school management committee meetings. 20% finances co-curricular activities majorly sports activities. 10% facilitates administration which includes the movement of the staff to co-ordinate school activities with various stake holders. And the last percentage of 20% finances contingency expenditures which include provision of first aid services at school. Schools can only avail a small percentage of the learning materials to the schools.

Head teachers in the schools responded that they can only receive the following percentage of the required materials; 25% for Kirinda consultant P/s, 5% for Kyato P/s, 70% for Kagobe P/s and 50% for Kirinda P/s. they further complained of the poor quality of the materials purchased partly because they can only

afford cheap materials. The materials available are less than the number of pupils, a big number operates without.

School can also participate in a limited number of co-curricular activities depending on the funds available. When interviewed the Headmistress Kyato P/s, Ms Nayiga Harriet said;

They can only participate in one football tournament, music festival and one athletic competition a year because this is what we can financially afford. Parents are supposed to meet the scholastic materials needs of their children though they do not effectively do it. This disorganizes their learning process.

### **4.3 Performance of Universal Primary Education**

#### **4.3.1 Attendance**

As realized from the study daily attendance of pupils at schools slightly vary. It is to an average of 50%. This poor and negatively affects the performance of other variables. This was attributed to several factors which included market days where pupils help their parents to parade their merchandise for sale, lack of school essentials where parents do not provide them. Pupils are sometimes forced to fend for themselves by doing petty jobs to be able to purchase these materials.

The lack of meals at school especially lunch demoralizes pupils to regularly attend school as they learn on empty stomach.

Ms Nakasule Sylvia, the Deputy Head teacher Kagobe Primary School informed the researcher as follows;

Child labour is also rampant. Pupils do odd work in bars, restaurant, gardens, petty trade and other work that obstruct them from going to school. Family conflicts also affect pupil attendance to classes. Unstable home leads to failure to provide child care, unnecessary relocation of families and hostile environment that affects child growth.

Bad weather and poor roads leads to failure for pupils to effectively attend classes. Some roads are totally impassable affecting especially pupils travelling long distances to school. Rampant sickness of pupils arising out of diseases like malaria also lead to rampant absenteeism.

Parents in their area of study do not value education. They no longer see education as the perfect means to success. As a result, they do not attach much value to school attendance opting to divert children to other areas that seems to bring quick success especially in terms of financial success.

Some government policies do not encourage regular attendance. Direct promotion of pupils from one class to another lead relaxation and less value attached to performance. Some pastoral communities migrate to other areas in search water for their animals during dry seasons. This destabilizes learners as they cannot attend schools during this relocation.

#### **4.3.2 Teachers' attendance**

Teachers' attendance was found to be good. It was realized that on average, teacher attend 70% of their lessons at school. This was mainly due to their regular salaries. This to some levels motivates them. Some schools like Kagobe P/s have good quality staff quarters. This is however a de motivation to those without quarters, where teachers travel long distance to school. Regular

school inspections by the inspectorates create an environment that encourages them to be at school. However, the irregular transfers, social conflicts within the school environment, few teachers posted to a school and failure for government to provide refresher trainings to teachers are other factors that lead to teacher absenteeism at school.

#### **4.3.3 Primary Leaving Examinations performance**

Performance in primary leaving examination is one of the major factors of performance in the school. PLE performance in schools is very poor. Only a few schools can afford to score first grades. The rampant pupil absenteeism, lack of co-operation between teachers and parents, poor management and leadership, lack of enough and quality scholastic materials few and poorly trained teachers, poor attitude of parents towards education, failure to provide lunch at school and the policy of automatic promotion are some of the factors that have led to the poor performance.

#### **4.3.4 Extracurricular activities**

Schools participate in co-curricular activities which include football, netball, music, dance and drama and athletics to participate in the activities generally. It was realized that each school participated in at least two disciplines a year once a year. The level of participators is poor and not able to develop the talents of these pupils. The level of development is low. The lack of finance to provide materials like ball, javelins, first aid kits, uniforms, boots and others limit participation. Transportation of teams to manage the athletics, low enrolments, lack of interest amongst teachers and pupils are

other factors that limit participation and competition. The head teacher, Kyato Primary School, Ms Nayiga Harriet was quoted as

The finances we receive can only provide a few balls; one for the boys and one for the girls. We have thus left out most of the sports disciplines.

#### **4.3.5 Dropout rates**

Dropout rates are at an average of 12%. This is relatively high and is caused by early marriages, teenage pregnancies, sprouting of neighboring private schools, child labour, negative attitudes and pupils towards education and the free education policy makes look of less value to the pupils and communities.

The poor financing of universal primary education in Kiboga District has greatly affected its performance. The poor infrastructure in schools, lack of scholastic materials, lack of day meals, the poor conditions in schools, ranging from late disbursement of UPE funds, lack of instructional materials, lack of school meals for pupils, little and inadequate UPE capitation grants disbursed to schools have adversely affected the performance of the sector.

As a result, performance in primary leaving examinations is poor, there is high school dropout rate mainly affecting the girl child. Looking at the data findings, it can be pointed out that the performance of UPE in Kiboga District is very poor. The major cause of the poor performance is inadequate and untimely financing of the sector. The major problems in the sector lie around the poor financing of the sector which is caused by the weak financial strength of the local government.

## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH FINDINGS**

#### **5.0 Introduction**

The study investigated whether the performance of universal primary education in Kiboga District is influenced by low funding of the sector. This was done by assessing the performance of the various areas in Universal Primary Education in comparison with the financial input.

#### **5.1 Summary of findings**

It was observed that the universal primary education performance is poor. The major areas that have been affected as far as universal primary education performance is concerned include; completion rates, dropout rates, performance in co-curricular activities and other assessment areas.

Kiboga (version 2012) 5-years district development plan 2010/11-2014/15 further sets out the issues, constraints and challenges for education service delivery. It states issues like lack of staff houses, lack of transport, poverty, ignorance of parents, political interference, delayed UPE funds, lack of refresher courses, poor literacy levels, poor quality teachers as some of the issues, constraints influencing affecting education services delivery in Kiboga District for 2011/12 (KDLG, 2012).

It can be expounded as;

Do not expect a pupil who comes to school and there is no hope for a lunch [time] meal to stay in school,"



Guloba says. Some schools now ask parents to pay between \$2 and \$5 a pupil for every three-month term so that they can prepare lunch for them. But some parents still cannot afford to pay, and their children end up dropping out. (The Guardian, 2015)

The financial performance of Kiboga District is worrying and has resulted into the poor performance of all sectors including Universal primary Education. The amounts of funds the District receives from the various sources and transferred to the various sectors is so meager to enable them perform to the required standards. The current trend of revenue in Kiboga District is worrying and calls for immediate intervention to mobilize for other source of revenue.

According to Muriisa (2008), despite the few identified examples of successful service delivery in Uganda resulting from decentralization, there still remains a gap between service provision and local needs. This gap is created by lack of adequate funding at the local level, and is largely reflected in the education sector. In the education sector, since the inception of the Universal Primary Education (UPE) program in 1997, there have been a growing number of enrolled children in schools.

What NRM government had planned on its assumption of power in 1986 seems to have been reversed in Kiboga District. The District greatly relies on central government transfers as the major source of revenue but given the amounts fluctuations and inconsistency of this source, there is need to enforce other revenue sources to reinforce the poorly functioning UPE system.

There is urgent need for government to expedite measures of adequately financing the education sector.

The budget for education will increase by 76% between 2003/04 and 2013/14. This projection will be driven by rapid GDP growth. The Ministry expects the rate of growth to rise from 5.0% in 2003/04 to 6.4% in 2013/14. These growth projections reflect the assumption that private investment will increase sharply as the financing of the public debt absorbs a shrinking share of rising savings. Private consumption is projected to increase by an average rate of 5.3% a year over the decade. Population growth is assumed to average 3.56% a year. Thus per capital consumption is predicted to rise by 1.7% a year. The share of education in total government expenditure is expected to increase from 19.4% to 21.2% as expenditures for security, interest payments, public administration, economic functions and social services fall. (MOES 2004:2)

It was established from the respondents that meager resources that are far below the schools budgets remitted to these schools affect the delivery of adequate services. Teachers cannot adequately access the necessary scholastic materials; participate in co-curricular activities, administrative requirements, meals to teachers and pupils, accommodation for teachers and other duties.

## **5.2 Conclusions**

The poor financing of Universal Primary Education in Kiboga District has greatly affected its performance. Basing on the research findings, the poor infrastructure in schools, lack of scholastic materials, lack of day meals and other issues can only be solved if only government, parents and other stakeholders meet these school needs. Findings clearly show that

the failure to meet such needs demotivates both the teachers and pupils. The levels of revenue mobilization and collection are extremely low and the local governments have not made universal primary education a priority. The findings show that almost no local revenue is advanced for the cause. Local Governments are not able to raise enough revenue to finance their budgets; coupled with the constant budget cuts on the conditional central government transfers.

The district relies on central government transfers; who are largely insufficient and susceptible to constant budget cuts. This has weakened its financial strength; making education financing difficult. As a result, performance in primary leaving examinations are poor, there is a high school dropout rate mainly affecting the girl child. The poor conditions in schools ranging from late disbursement of UPE funds, lack of instructional materials, lack of school meals for pupils, little and inadequate UPE capitation grants disbursed to the schools are some of the issues affecting Universal Primary Education. More still, the lack of transport means for the education department and inspectorate, lack of facilitation and poor funding to the district offices, lack of housing and accommodation for teachers at school, low salaries and lack of motivation have all contributed to the poor performance of the education sector which have trickled down to Kapeke Sub County.

Looking at the data findings, it can be pointed out that the performance of UPE in Kiboga District is very poor. The major cause of poor performance is inadequate and untimely funding of the sector. The major problems in the sector rotate around low funding of sector. The district majorly depends on central government transfers which are inadequate for effectively meet

the financial needs of the program. The local revenue of the district is too little and poorly managed to make any impact.

Government must be able to increase the revenue base of Kiboga District in order to have access to finances to facilitate UPE. This shall enable to finance and facilitate the needs of the program and hence improve performance.

However during the research it was realized that it was not funding alone that leads to poor performance. During the first years of UPE, the schools used to receive relatively high amounts of money which was used to construct infrastructure and other activities in school. It is seen that even in schools where funding is good, performance has remained poor.

This is expounded by the President's statements

The UN Educational, Scientific and Cultural Organization (Unesco) has estimated that 68% of children in Uganda who enroll in primary school are likely to drop out before finishing the prescribed seven years.....At a cabinet ministers' retreat last month, Uganda's President Yoweri Museveni expressed his rage over the rate at which pupils were leaving school, even when the country spent 900bn Ugandan shillings (\$302m; \$201m) annually on the scheme. He said: "We should get an answer, and if you think it [UPE] needs to be restructured, we do that." (The Guardian, 2015).

In addition to underfunding, the following factors have also undermined the UPE programme;

The Rural-Urban divide makes the probability of a child dropping out from primary school reduces as one moves from rural to urban areas, which is statistically significant. According to Okumu

etal, 2008, he indicated that urban children have access to facilities that motivate them to stay in school longer as compared to the rural children where even the learning environment is bad.

High academic attainment of a mother and father significantly reduce chances of primary school dropout and poor performance in school for both girls and boys in rural and urban areas. For a mother, this phenomenon could perhaps be attributed to the fact that: educated mothers reduce the time spent doing household chores while increasing the time spent with their children than their uneducated counterparts; also, educated mothers are more effective in helping their children in academic work in doing so, they are also able to monitor and supervise their children's academic progress.

The odds that a pupil will perform poorly at school increases with increase in the distance a pupil moves to school. Okumu etal, (2008) indicates that pupils traveling long distances to school are more likely to drop out of school. Whereas distance was found to be insignificant in influencing dropout for urban households, it is generally significant in rural areas except for girls.

### **5.3 Recommendations**

During the discussions, the respondents proposed ways of improving the performance of Universal Primary Education in Kiboga District. The recommendations given here were obtained from various stake holders; the respondents and the researchers.

1. Head teachers and members of the school management of the school management committees recommended that funds to facilitate the management of the school should be released

to the schools in time. This should preferably be done at the beginning of the term. They recommended that funds should be credited directly to the schools accounts. Funds during the period were channeled through the district accounts. Government should also increase the amount of funds released to the school. The funds currently released are too inadequate to meet the school demand as compared to the school budgets.

2. The school leaders recommended that parents and communities should be sensitized on the value and benefit of educating their children. Parents show reluctance in regularly sending their children to school, providing all the required scholastic materials and other requirements parents prefer to spend money in improved in unprofitable ventures like drinking beer and reflect their children's education because they don't realize its value hence requiring sensitization. Parents and guardians should be awakened over their roles and responsibilities in educating their children as stipulated;

Government guides that the provision of education and training to the child shall be a joint responsibility of the state, the parent or guardian and other stake holders. Basic education is a right to be enjoyed by all persons. Financing of education shall be done through collection of fees, grants, donations, training levies, education tax, and any other means deemed appropriate by government GOU (2008 :10)

3. Education is the most important tool for social and economic emancipation. The financing of education facilities is acutely inadequate. With increased enrollment in UPE coupled with inadequate investments and maintenance, the

existing facilities the capital city have been overwhelmed and are in a sorry state.

KCCA's long-term vision for the Education Sector is to reconstruct, upgrade and equip all public schools and technical institutes in the City to enhance skills in line with Government policy. The strategy is to reconstruct 5 model public primary schools over the next five years complemented by the annual investments in maintenance and small scale upgrades in the other schools. In the FY2013/14, KCCA allocated UGX 27.99Bn (UGX 26.60Bn from GOU and UGX 1.40Bn from NTR) to the Education and Social Services sector. For the period July 2013 - May 2014, total expenditure was UGX 25.22 and major expenditure areas included Teachers' salaries, Sports activities, inspection of public and private schools, UPE and USE capitation grants, Teachers training and Health Training institutions transfers (KCCA (2015:22)).

Staff quarters should be constructed on all school compounds. According to the study only Kagobe Primary school have adequate school accommodation. This has created an improvement in performance because teachers are available all the time and saves money on renting houses for teachers. Quarters are thus necessary and be constructed for all the schools. Enough classrooms and other infrastructures should be constructed to accommodate the big number of pupils. According to the survey Kyato Primary School has only one latrine block for all pupils and teachers and only four classrooms that are occupied by all the seven classes, coupled with the need to improve the general teachers' welfare. Teachers work in poor conditions where accommodation is very poor, they do not get lunch time at

school. In addition to a poor pay, yet they do not have time to do private work to supplement their pay.

The inspector recommended for conducting of refresher courses for teachers of literacy and numeracy and increase the facilitation of education department with adequate means of transport. This shall strengthen on inspection and supervision of schools. The plan further sets out the issues, constraints and challenges for education service delivery. It states issues like lack of staff houses, lack of transport, poverty, ignorance of parents, political interference, delayed UPE funds, lack of refresher courses, poor literacy levels, poor quality teachers as some of the issues, constraints influencing affecting education services delivery in Kiboga District for 2011/12 (KDLG, 2012).

4. There should be change of some UPE policies, notably the policy of automatic promotion. This policy had promoted a lot of negative consequences like absenteeism, lack of concentration by teachers and pupils leading to poor PLE results. It should be scrapped. A practical and adequate policy on provision of lunch should be established and enforced. The current policy for parents to park lunch for pupils is not clear and difficult to adhere to especially on grounds of proper hygiene. There is need to establish a better policy. Early Childhood Education should also be strengthened as a matter of policy. As far as Early Childhood Education financing policies are concerned, the Education Sector Policy recognizes pre-primary as the first level of education in Uganda under four programs; day care centers, home based centers, community center and Nursery Schools. However, majority of these centers (about 80%) are



in the hands of the private sector, and out of financial reach of most Ugandans. There are very few Children benefiting from institutionalized ECD centers, the rest sit at homes with their parents, yet the services given to the parents to be able to address the ECD needs of those Children are minimal (MoES, 2013).

5. Members of school management committees recommended for training on their roles and responsibilities. Government has not trained these members and they are ignorant of their roles. This has made them ineffective hence the deteriorating performance school standards.
6. Respondents also recommended for more and regular assessment of pupils. They requested for more sets of assessment exams and recommended for the sets for P.5 and at least 3 set for P.6 and P.7. These should be standard exams and past papers to enable pupils get acquainted to standard papers.
7. Like any other economic unit, a government needs funds to finance its activities. Such funds are realized from various sources. It is difficult to give a complete list of all the sources of public receipts. But the important ones include taxes, income from currency, market borrowings (Bhatia 2006).

Adequate facilitation should be provided to enable proper revenue mobilization. If they are not facilitated, they get demotivated and this forces them to collude with payers to tamper with records and embezzle the taxes. This should be done in reference to a well developed revenue enhancement plan should be compiled to create a clear system and mechanism through which the district shall improve its revenues. The plan shall outline the best practices from

other districts and clearly researched methods for revenue enhancement. Seminars and workshops should be organized to improve skills and relationship between the collector and payers. Radio programs should be organized to show tax payers on importance of paying taxes as part of the plan.

This shall enable a bigger and more organized lobbying and advocacy plan to put pressure on the central government. The government releases 16% of the total national budget to local governments, of which UPE is inclusive. Pressure should be mounted to increase funding local governments.

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**APPENDICES**

Appendix I: List of respondents

<b>No.</b>	<b>Name of respondent</b>	<b>Responsibility</b>	<b>School/Office</b>
1.	KatereggaMustapher	Senior Accountant	District office
2.	Senyonga Christopher	Senior Accounts Assistant	Education department
3.	Buliiro Augustine	Dist. Inspector of schools	Education department
4.	Serunjoji Alex	Senior Accounts Assistant	Kapeke Sub County
5.	Nayiga Harriet	Headmistress	Kyato Primary Sch.
6.	Nakasule Sylvia	Deputy head teacher	Kagobe Primary Sch.
7.	Tibaijuka Henry Akiiki	Head teacher	Nyamiringa Primary Sch.
8.	Musiri Peter	Head teacher	Kiboga UWESO Pr. Sch.
9.	Kimuli Moses	Head teacher	Kirinda Pr. School
10.	Senabulya John	Head teacher	Kirinda Consultant Pr. School
11.	MukasaVianney	SMC	Kirinda Pr. School
12.	Matovu Ben	SMC	Kiboga UWESO Pr. Sch.
13.	Wamala Andrew	Teacher	Kirinda Pr. School
14.	NsambaMatovu	SMC	Kirinda Consultant Pr. School
15.	Mbaziira John	Teacher	Kyato Primary Sch.

**Appendix II: Interview guide**

**UGANDA MARTYRS' UNIVERSITY**

**MASTER OF ARTS IN LOCAL GOVERNANCE AND HUMAN RIGHTS**

**LOW FINANCING OF UGANDA'S LOCAL GOVERNMENTS AND UNIVERSAL  
PRIMARY EDUCATION PERFORMANCE**

**CASE STUDY: KAPEKE SUB COUNTY, KIBOGA DISTRICT**

**INTERVIEW GUIDE**

1. Name of School
2. Name of Interviewee
3. Position in School
4. Are you aware of how much funds have you received as UPE grant between 2008 and 2012. If so give the details.
5. How can you describe the level of performance of your school in terms of PLE performance, class attendance and others? (Excellent, very good, good, fair, poor, very poor).
6. What are revenue sources of your school?
7. How are the funds utilized?
8. How have the funds received influence performance?
9. Give some recommendations for improvement of performance
10. Any other comments?

**APPENDIX III: GANT CHART/ TIME SCHEDULE FOR THE STUDY**

<b>Activity</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>
Presentation of the research proposal						
Incorporating comments from peers & supervisor						
Briefing of the study to the primary stakeholders in the community						
Questionnaire design; Final meet with peers, approval of tools and put logistics in place & Prioritizing issue specific pilot activities for testing						
Implementation of the research design						
Compilation, coding and editing of study findings  Evaluation of the report evaluation of the report						
Finalization and handing in of the research report						

**APPENDIX IV: BUDGET FRAME WORK**

<b>S/ N</b>	<b>Inputs</b>	<b>Cost</b>	<b>Amount</b>
01	Materials  <input type="checkbox"/> Stationery  <input type="checkbox"/> Maps  <input type="checkbox"/> Photocopy, typing, printing, binding and other secretarial service  <b>Sub total</b>	  200,000  10,000  500,000	          <b>800.000/=</b>
02	Logistics  <input type="checkbox"/> Transport, internet, telephones & miscellaneous  <b>Sub total</b>	  250,000  150,000	          <b>400,000/=</b>
<b>Grand Total</b>			<b>Ugx.1,200,000</b>

## APPENDIX V: FIELD PHOTOGRAPHS



**UP:** The lead researcher, Mr. Buyego Ismail Kalanda conducting an interview with Madam Nakasule Sylvia the Deputy Head teacher, Kagobe Primary Sch.

## APPENDIX VI: MAP OF KIBOGA DISTRICT

**Location of Kapeke Sub-County (Study Area)**

