SCHOOL FACILITIES AND COMPLETION RATES IN PRIMARY SCHOOLS IN GWERI SUB-COUNTY, SOROTI DISTRICT, UGANDA.

AROMAIT SIMON
1175-07096-65905

A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN DISTANCE AND E-LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF EDUCATIONAL MANAGEMENT AND ADMINISTRATION OF KAMPALA INTERNATIONAL UNIVERSITY

NOVEMBER, 2023

DECLARATION

This thesis is my original work and has not been presented for a degree in any university for any other award;

Signature: ……………………………… Date: ……………………………..

Aromait Simon

<div align="center">1175-07096-65905</div>

APPROVAL

We confirm that the work reported in this research report was carried out by the candidate under our supervision.

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Dr. Sofia Sol T. Gaite

Date: …………………………..

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Dr. Immaculate Emuragat Azabo

Date: _____

DEDICATION

I dedicate this thesis to my beloved parents, sisters, brothers, friends and my dear wife.

ACKNOWLEDGEMENT

LIST OF ACRONYMS

UPE	Universal Primary Education
NGOs	Non-Governmental Organizations
SES	Socio —economic Status
HON	Honourable
CCT	Coordinating Centre Tutor
NPP	National Priorities Project
TDMS	Teacher Development Management System
MOES	Ministry of Education and Sports
GWP	Government White Paper
SNE	Special Needs Education
SMC	School Management Committee
PTA	Parents Teachers Association
CPT	Customized Performance Targets
DIS	District Inspector of Schools
DEO	District Education Officer

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ABSTRACT

The study investigated the relationship between school facilities and completion rates in primary schools in Gweri Sub-County, Soroti District, Uganda. To achieve the purpose of the study, where specific objectives were set out and these included; to find out the level of school facilities in primary schools in Gweri Sub-county, to assess the level of co9mpletion rates of learners in primary schools in Gweri Sub-county and to establish the relationship between school facilities and completion rates in primary schools in Gweri Sub-county. The design used in this study was descriptive correlation involving both qualitative and quantitative approaches. The sample size was 333. Purposive and simple random sampling were used to chose the respondents. Questionnaires and interview guides were used to gather the data. Validity and reliability of the instruments were determined. Frequencies, percentages and means were used to analyze the data. Pearson Linear Correlation was used to determine the relationship between the variables at 0.05 level of significance. The results revealed that the school facilities in primary schools Gweri Sub-county was poor with a mean of 2.04. While the completion rates was poor especially in primary schools were most of the school facilities were lacking. There is a relationship between school facilities and completion rates. The null hypothesis was rejected. Based on the findings, the conclusions school facilities were crucial for achieving high learners completion rates. The study recommends that the government should provide good facilities to the primary schools in Gweri Sub-county to motivate pupils to learn effectively to avid drop-outs.

1.0 Introduction

Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, scope of the study and significance of the study.

1.1 Background to the Study

The background to the study covers the historical perspective, theoretical perspective, conceptual perspective and the contextual perspective.

1.1.1 Historical Perspective

In America, The No Child Left Behind Act (2001) was the latest federal approach in the improvement and closing of gaps in school facilities and student completion rate. In economic terms, the improvement of American schools would seem beneficial to their colleges and companies. However, the costs of improvement can grow exponentially for public school systems. The greatest single expense and most enduring transaction made by school officials is that of school facilities. It is estimated that more than $127billion dollars would be required to meet the national need for new or renovated academic space (Kerr, 2003; in R.S. Mcgowen, 2007)

Studies in the Capistrano Unified School District (CUSD) in Orange County, California found out that the students in classrooms with natural lighting, large windows or well-designed skylights performed 19 to 26 percent better than their peers in classrooms without these features (Hale, 2002). Recent concerns with mold —related health issues are driving schools to focus on the impact that poor indoor air quality has an effect on the attendance and achievement rate of students (De Patta, 2002).

In Africa, focus on the impact that the environmental design have on student outcomes shows that when the learning process is at the three (03) core of design priorities, there was a significant likelihood that the facility positively influences performance and their retention at school (Blair, 1998). The correlation appears to be positive between facility design and learning. Chan (1996) clarifies that poor learning facilities can foster negative attitudes just as exceptional designs may bolster achievement. It has been determined that the surroundings in which people function can greatly impact moods, satisfaction and self-worth (Ma and MachMillan, 1999).

In Uganda, it stands to reason that school facilities impact on student achievement, behaviour, attendance and retention (ONeill, 2000). Also, Onyango (2012) noted that poor education infrastructure, poor emoluments and lack of motivation to teachers, lack of teaching and learning materials in schools and poor training of teachers are among the factors behind the dwindling of quality of education in public schools. But this research concentrates on school facilities given its role of ensuring that the completion rates are improved.

1.1.2 Theoretical Perspective

This study employed Ludwing Von Bertalanfy (1928) System Theory. The theory states that organizations or systems are made up of parts or subsystems and several other components and units in which the subsystems, or components perform various tasks that are all geared towards the achievement of the goal of the organizations or systems. School facilities are part of the system which contributes to the success of the organization. This theory was used because it is related to the study which is school facilities and completion rates in primary schools.

1.1.3 Conceptual perspective

In this study, school facilities is the independent variable and completion rate is the dependent variable. School facilities can be defined as those elements that enable the teacher to do his/her work very well and helping the learners to learn effectively (http://www.mext.go.jp/english/schoolfacilities/index.htm). School facilities consist of not only the physical structures and the variety of building systems, such as mechanical, plumbing, electrical and power but includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds such as athletic fields, playgrounds and all areas of outdoor learning (Encyclopedia of Education, 2002). School facilities refer to the elements or instruments that give facility conditions necessary for effective teaching and learning in an institution. In this study school facilities include school buildings, source of water, separate toilets for boys and girls, classrooms (desks or chairs), teacher desks or chair and table, Head teachers Office, Teachers room, dormitory, Chalkboard, writing materials, library, canteen, sports equipment, health kit and playgrounds.

Completion rates refer to the number of learners who meet the school graduation requirements within a given period of time. In this study completion rate is the number of graduates from 2013-2019.

1.1.4. Contextual Perspective

School facilities thrive when well managed. Management is a process that ensures that buildings and other technical systems (equipment, materials) support the provision of an organization (Fenker,2004). School facilities contribute to the development of education. Over five million of Uganda primary children drop-out from school before they reach primary seven according to the assessment of Uganda national Examinations Board (UNEB) (https//observer.ug.education.51). In Gweri Sub-county in Soroti District, it was observed that most of the pupils drop-out of school. Many factors are attributed to the school drop-outs of children like socio-economic status, school factors and others. In this study the researcher wanted to find out whether school facilities affect the completion rates of pupils in Gweri Sub-county, Soroti District, Uganda.

1.2. Statement of the Problem

In Gweri Sub-county, Soroti District, the situation seemed to be conducive enough to attract the attention of learners and retain them at school to complete the primary school cycle. In the report conducted by the assessment team from Ministry of Education it was found out that many pupils drop-out before they finish primary seven. It was also found that there were many factors affecting the pupils drop-out (The Observer, 2018). Soroti District is one of the districts which experienced high drop-out rates especially in middle and upper primary classes which greatly affect the learner retention rate in most schools especially in Gweri Sub-county. Do school facilities also affect the completion rates of learners in primary schools?

1.3. Purpose of the Study

The study investigated the relationship between school facilities and completion rates in primary schools in Gweri Sub-County, Soroti District, Uganda.

1.4 Specific Objectives

The study was achieved based on the following specific objectives:
1. To find out the level of school facilities in primary schools in Gweri Sub-county.
2. To assess the level of completion rates of learners in primary schools in Gweri Sub-county.
3. To establish the relationship between school facilities and completion rates in primary schools in Gweri Sub-county.

1.5. Research Questions

The study was guided by the following research questions:
  i.   What is the level of school facilities in primary schools in Gweri Sub-county?
  ii.   What is the level of completion rates of learners in primary schools in Gweri Sub-county?
  iii. Is there relationship between school facilities and completion rates in primary schools in Gweri Sub-County?

1.6. Null Hypothesis

Ho 1: There is no relationship between school facilities and completion rates in primary schools in Gweri Sub-county.

1.7. Scope of the Study

The scope of the study includes geographical scope, theoretical scope, content scope and time scope.

1.7.1. Geographical Scope

The study area for this research is Soroti District which is found in Eastern Uganda, Teso Sub region. This District is located at Latitudes 1^0 30^0 and North of the Equator and Longitude 33^0 30^0 to 34^0 00^0 East of Greenwich. The District is bordered by Serere District in the South West. Amuria District in the North, Katwakwi District in the East, Ngora District in the South. This district has a total of 79 government aided primary schools and 22 private schools, Gweri Sub-county has a total of 36 primary schools both government aided and private. The researcher chose 16 government aided primary schools from which data was obtained. The map of Soroti District showing Gweri Sub-county is shown below.

1.7.3. Theoretical Scope

The study was underpinned by Ludwig Von Bertalanfy (1928) System Theory.

1.7.4 Time Scope

The data gathering was done from January, 2020 to March, 2020

1.8. Significance of the study

This study hoped to be significant in the following ways;

The study findings were evidence of the school facilities in the primary schools in Gweri Sub-county. This can be used to inform and guide policy making, planning and provision of better school facilities by the central government and local government education authorities such the Ministry of Education and Soroti District Local Government in Collaboration with Gweri Sub-County.

The study may be beneficial to school authorities and school administrators of the schools in Gweri Sub-County. It assessed the quality of school facilities, the number of school facilities in relation to the number of learners enrolled and individual school administrators can use the findings to plan, budget and lobby for more school facilities where there are gaps.

Teachers will be motivated to teach well and minimize school drop-outs.

The parents equally will be motivated to send their children to school.

Learners are likely to benefit from the finding of the study as it may cause a change on their attitude towards the state of the school facilities. As a result learners may become committed and complete the primary cycle.

This study will contribute to the body of knowledge on school facilities and completion rates. This may also be useful for future research and other academic work.

CHAPTER TWO
LITERATURE REVIEW

2.0. Introduction

This chapter presents the review of related literature on the main research variables of the relationship between school facilities and completion rates. The study starts with the theoretical review and the conceptual framework, which will help to highlight and inter-relate the research variables. It proceeds with the pertinent literature that is analyzed in line with the research objectives. The themes cover the school facilities and their bearing on completion rates with the manner in which school facilities are utilized.

2.1 Theoretical Review

The theory underpinned the study is System Theory by Ludwig Von Bertalanfy (1928). Systems are made up of parts. Each of these parts functions interdependently but collectively to drive the entire system as if the entire system is one system. A malfunction or fault in any of the subsystems affects the functionality of the system as a whole. The System Theory states that organizations or systems are made up of parts or subsystems and several other components and units in which the subsystems or component parts perform various tasks that are all geared towards the achievement of the goals of the organization or system.

The theory implies that once the organization exists, for such organization to attain the goals for which it was set up, components or different parts of the organization must work separately, individually and collectively to attain the goal. Its the totality of the activities and functions of the parts or subsystems that lead to overall achievement of the organization as an entity.

This theory can serve as theoretical framework for this study. School facilities and completion rates in primary schools contribute to the development in the educational system.

2.2 Conceptual Framework

Independent Variable (IV)   **Dependent Variable (DV)**

School Facilities   **Completion Rates**

Staff Facilities
- School buildings
- Source of Water
- Office of Head teacher
- Teachers Room
- Staff quarters
- Canteen
- Library
- Teachers' tables and desks

Pupils Facilities
- Classrooms with chairs and desks
- Separate toilets for boys and girls
- Chalkboards
- Writing materials
- Playground
- Recreational facilities
- Health Kit
- Dormitory

Number of graduates (2013-2019)
Number of pupils enrolled in one cycle
Number of pupils completed

Intervening Variables

- Teacher motivation
- Parents support
- Government Support
- Government Support

Source: Adopted from Related Studies (2019)

Fig.2.1. Diagram showing the relationship between school facilities (IV) and completion rates (DV) and intervening variables.

As shown in Figure 2.1, the independent variable of the study is the School Facilities of primary schools in Gweri Sub-County which is composed of the following indicators; School buildings, separate toilet for boys and girls, Classroom (chair/desks), teachers table and chairs/desk, Office of Head Teacher, Teachers Room, Library, Canteen, Chalkboards, Writing materials, Sports Equipment, Health Kit and Playgrounds. The dependent variable is the learner completion rates. This means that school facilities may have an effect on the learners completion rates. The intervening variables are teachers motivation, parents support and government support. These intervening variables may affect both the independent variable and dependent variable.

The backbone of learner completion rates are seen from the availability of enhancing school facilities coupled by good management and utilization. School facilities take the centre stage in learner completion rates. Good utilization of the available school facilities largely determines the quality of education offered. Quality outcomes are hinged on the teachers attendance, the teaching load per teacher and other responsibilities assigned to a particular teacher with maximum use of resources to facilitate learner retention and completion.

2.3 Related Studies
The related studies are arranged by objectives.

2.3.1 School Facilities in Primary Schools
According to the renowned educational professor Carl D. Glickman (2004), when students interviewed regarding the challenges that they face daily on their study basis, they were more likely to note deplorable building conditions rather than curriculum standards. As to Akande (1985), learning can occur through ones interaction with ones environment. Environment here refers to facilities that are available to facilitate learner learning outcome. It includes books, audio-visual, software and hardware of educational technology, classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical work are arranged (Farrant, 1991) and Farombi, 1998)

According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further states that their availability, adequacy and relevance, influence efficiency and high productivity. In his words, Farombi (1998) asserted that, the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructure where learners may learn with ease thus bringing about good academic achievements. Writing on the role of facilities in teaching, Balogun (1982) submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (1990) reiterated that when facilities are provided to meet relative needs of a school system learners will not only have access to the reference materials mentioned by the teacher, but individual learners will also learn at their own paces.

According to Hallak (1990), facilities form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He further said that, their availability, relevance and adequacy contribute to academic achievement.

According to Oni (1992), failure to adequately fund school facility and maintenance, not only postpones needed improvements and additions, but also accelerates that deterioration of our schools and affects the learner retention rate. In Uganda, school leaders continue to struggle to look for money to build, renovate or maintain educational facilities and politicians still debate over which entities should provide such funding.

In the study conducted by NE Muli (2017) on factors influencing students completion in public schools showed that school facilities and economic burden were the main factors that affect students completion rate. While in the study on impact of school facilities on completion rate and PLE performance rate showed that improvement of school facilities particularly classroom resources and teachers helped improve completion rate as well as PLE performance rate. (https//www.unicef.org.). Another study was conducted in Nigeria on impact of school facilities on students achievement, the result showed that there was no relationship between school facilities and students achievement. This means that school facilities do not influence students achievement. There could be other factors that influence students achievement. (https//acedima.edu.2017). However, in this study more of the related studies are in support of the relationship that exists between the school facilities and the completion rates.

2.3.2 Completion Rates in Primary Schools

Completion rate is the percentage of pupils who meet primary school graduate requirements within a given seven year period which does include who transfer out of their respective cohorts such as out of state transfer, private enrolment or home study (RS Gowen, 2017). According to Lewis (2001), school facilities and learner attendance has long linked to success in school performance. Many facility conditions other than indoor air quality have been found to influence learner attendance. This means that a good school facilities can help improve pupils completion rates. According to a report from the National Priorities project (2000) entitled Recess is over! Students in deteriorating schools score below their counterparts attending schools with adequate facilities. National Priorities project, (2000) purports that students in these substandard school facilities are also more likely to be less orderly and distract teachers from their instructional duties.

Lyons, (2002), said that is has been a long-held assumption that curriculum and teaching have an impact on learning. On a more serious note, it is becoming more apparent that the physical condition of our schools can influence student achievement. However, this study tends to investigate the impact of school facilities on learner retention rate geared towards learner completion rates. Earthman, Cash and Van Berkum (1996) recently found that 11th grade students in above standard buildings scored higher than did their counterparts attending class in substandard facilities. A study revealed that the students in the modern buildings scored significantly higher in reading, language and mathematics than their counterparts in the older buildings. The net effect of this is increased overall academic performance of the entire students.

Farombi (1998) found that the classroom learning environment in some schools was poor. He cited examples of schools without chalkboard, absence of ceiling, some roofing sheets not in place, windows and doors removed among others, a situation which he regarded hazardous to healthy living of the learners. This condition significantly affects the learner retention rate as learners either transfer to other schools or drop-out of school. Teachers agree that the facilities in which they teach can deter from the quality of their performance if the physical environment is substandard (Schneider, 2003). This seems to be the issue in some schools in Uganda, Teso as a Sub region, Soroti district and more specifically with Gweri Sub-county primary schools.

2.3.3 Relationship between School Facilities and Completion Rates in Primary Schools

According to Nathan, (2002), a school system that promote smaller campuses have found that the sharing of student-support facilities such as libraries and gymnasium have lowered the performance and decreased school completion rate. Davis (2009) noted that instructors expectations can have a powerful effect on students performance. The standards should be set high enough to challenge students and motivate them to do their best. If students believe achievement is within their grasp, they have to work toward that goal. The findings reveal that schools which are equipped have good records of achievement and attracted more learners who will enjoy the environment and hence complete the primary school cycle.

As to MOES (2004), It stated that government has continued in increase her budget allocation from 24% of the national budget in 2003 to 65% of the budget in 2004. In addition, teachers colleges have been built and the old ones renovated and expanded to manage both pre-service and in-service programs. Its also stated that the Teacher

Development Management System (TDMS) produced about 4,000 teachers through the in-service programme within the period of three years.

Furthermore, strategies to manage inclusive education have been put in place. About 530 teachers and tutors have been trained. At the same time, over 250 teachers have been trained to help children who are deaf and blind, 200 (two hundred) teachers can confidently teach sign language and over 200 (two hundred) can teach Braille, 450 (four hundred fifty) teachers have been trained to handle autism (MOES, 2004:16). All these arrangements are geared towards improving quality of education since these are to improve on the study environment as well highlighted in the government white paper (GWP, 1992). This is consistent with article 30 of the 1995 constitution of the republic of Uganda. MOES (2006), the Honourable Minister of Education and Sports made it very clear that in an effort to improve the implementation of study environment in Uganda, the School Management Committees (SMCs) should help the teachers and PTA should help the parents and be the key players at school level. She added that the teachers should help the learners in all conditions to get adequate Education. It was also made very clear that SMC serve a link among the government, the school and communities to provide quality requirements and all the stakeholders to internalize their roles which are well stipulated in UPE handbook (Renuka, 2006).

Meanwhile, head teachers and their deputies are subjected to customized performance targets (CPTs) to ensure that they carry out their administrative roles to the expectation of the public in general and the Ministry of Education and Sports in particular. In this kind of arrangement administrators are expected to improve and provide support supervision to their staff, implement government policies, involve community participation in school programmes, account for human material resources and ensure improved performance of learners in their schools. In addition, under customized performance targets arrangements school administrators are seriously advised to ensure that learners perform well or else they lose their positions accordingly.

The researcher is in line with the author in that if all these arrangements are done to the best, learner retention at school will then be a done deal for most schools in Uganda. In Gweri Sub-county Soroti District-Uganda, there isnt evidence to that effect, that is why the researcher is in the view to investigate on the relationship between school facilities and learner completion rates.

In agreement with Renuka (2006) assertions to the following statements were made; high performance in leadership and management by head teachers, school management committee members, parents teachers association and coordinating centre tutors (CCTs) will definitely enhance quality education in schools. It also requires such key stakeholders to work in partnership with the district inspector of schools (DIS), district education Officer (DEO) the purposes of strengthening inspector of support supervision (MOES, 2006). The foregoing quotation indicates that governments deliberates effort is to ensure that effective networking system is in system is in place in order to enhance successful learning.

2.4 Gaps Identified.

Based on the above literature it shows that there are many studies conducted on school facilities in relation to others dependent variables but very scanty studies have been conducted on school facilities and completion rates especially in Gweri Sub-county, Soroti District. Most of the studies used quantitative approach but this study used both quantitative and qualitative approaches. This study used questionnaire checklists and interview guided to collect the data. Also documents from each school were analyzed on completion rates. This study used System Theory while other studies used other theories.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter deals with research design, study population, sample size, sampling technique, data collection instruments, validity and reliability, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

Wiersma (2000) defines research design as the structure by which variables are positioned or arranged in the experiment, Kumar (2005) adds that a design is the plan, structure or strategy of investigation or the arrangement of conditions for collection and analysis of data. Research Design is a plan that guides one in carrying out the study from the beginning to the end (Yin, (2003). The study used the descriptive correlation design. Correlation design is used because the researcher wants to know the relationship between school facilities and completion rates.

The study utilized both quantitative and qualitative approaches. The quantitative method collected statistical information while qualitative method captured the opinion of the people about the issue under investigation. Patton, (2002) says that, qualitative research is a method of inquiry employed in many different academic disciplines. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only informed assertion. The qualitative approach was chosen for this study because it provides room for extension narrative data which the participants can give verbally (YIN, 2003).

3.2 Target Population

According to Kaoul (2000) Population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time, units and geographical areas among others.

The population of the study basically comprised major stakeholders in the education sector in Soroti District. Soroti District is predominantly the Iteso population speaking Ateso as the local dialect. The population that was targeted for the study included Education Administrators, and Officials, head teachers and teachers of primary schools, PTA/SMCs for

primary schools and NGOs undertaking education programmes in Gweri Sub-county, Soroti District totaling to 333 in number.

3.3. Sample Size

Koul (1998) says, sampling is a process by which a relatively small number of individuals or a measure of individuals, objects/events is selected and analyzed in order to find out something about the entire population from which it was selected.

According to Jan and Hak (2008), a sample is a set of instances selected from population. Purposive sampling technique was employed in selecting potential respondents for the study. Respondents were identified from the 16 government aided primary schools in Gweri Sub-county. Krecjie and Morgan table was used to determine the sample size. A study sample of 142 respondents was considered adequate to generate descriptive data representative of the area of study. For qualitative information, 52 key informants who were knowledgeable about Educational issues were purposively selected for the study. In total, out of a big population of Gweri County, the sampled number used for the study is summarized in table 3.1.

Table 3.1. Target Population and Sample Size

Category of respondents	Target Population	Sample Size	Sampling Technique
Education Officer	1	1	Purposive
District Inspector of Schools	1	1	Purposive
Head Teachers	16	16	Purposive
Teachers	192	127	Simple random sampling
NGOs	2	2	Purposive
Parents: SMC/PTAs	352	186	Simple random sampling
Total	**564**	**333**	

Source: Primary Data. (2019)

3.4. Sampling Procedure

Both probability and non-probability sampling was used to choose the respondents. Purposive sampling was used to select respondents like Education Officer, District Inspector of schools, Head teachers and NGOs. Simple random sampling was used to select the teachers, parents, SMCs and PTAs.

3.5. Data Collection Instruments

In this study, data was collected mainly by using the observation checklist, questionnaires and interview guides.

3.5.1 Questionnaire

Mubazi (2008) defines a questionnaire as a set of related questions meant to engage a respondent(s) with a view of getting information or a tool for research or a technique for primary data collection. Also Koul (2000) defines a questionnaire as a device consisting of a series of questions dealing with some physiological, social, educational and other topic(s) sent or given to individuals or group of individuals with the objective of obtaining data with regard to some problems under investigation. The questionnaire is composed of 12 items on school facilities. The response mode include strongly agree (SA), agree (A), disagree (DA) and strongly disagree (SDA).

3.5.2. Interview Guide

Interview was used for data collection. Koul, (1998,2000) defines interview as a process of communication or interaction in which the subject or interviewee gives the needed information verbally in a face-to face situation. While an interview guide is a set of questions aimed at deriving specific information from the respondents.

It is advantageous to use interview guide because of the following: (1) it provides an opportunity for the interviewee to question thoroughly areas of inquiry.(20) it enables an interviewer to get information on feelings, attitudes, or emotions in relation to the questions. (3) It provides time for the interviewer and interviewee to interact face-to-face. (04) It gives a chance for the interviewee to ask questions where he/she may not be clear on.

3.5.3. Observation Checklist

The researcher used observation checklist for the purpose of finding out the availability and maximum use of expected school facilities in the school. A narrative about their condition was given to provide an indication for learners satisfaction. For completion rates (from 2013-2019) was taken from the Offices of the Head Teachers of the primary schools under study.

3.6. Validity and Reliability of the Research instruments

3.6.1. Validity of the Research Instruments

The researcher ensured that the data collected and the methods of data collection are reliable, dependable, accurate and consistent. Many categories of respondents were identified so that data provided by one category can be proved or reasoned out by the other. A scientific method of sampling was used so as to give every respondent an opportunity to participate in the study. To establish the validity of the instruments, three lecturers including the supervisors were consulted to review the questionnaires. The researcher was then be able to compute the content Validity Index after the recommendations from the lecturers and supervisors. The content validity index was computed using the formula shown below;

$$\frac{CVI + \text{number of items rated relevant}}{\text{Total number of items in the instruments}}$$

$$CVI = \frac{12}{15}$$

$$CVI = 0.800$$

The CVI is 0.800 , which is greater than 0.70. Thus the questionnaire was considered valid.

3.6.2 Reliability of the Instrument

In this study, reliability of instruments were maintained through piloting the instruments on the respondents of primary schools in Gweri Sub-County. Those who were sampled to participate in the pilot study were the same category of respondents as those who provided the required information in Gweri Sub-County but they are not the actual respondents of the study.

Cronbach alpha was used to determine the reliability of the research instruments. The Cronbachs alpha coefficient of 0.7 was used to assess the internal consistency and the score turn out to be 0.800 and the instrument was considered reliable for the study.

3.7. Data Gathering Procedure

The researcher obtained an introductory letter from the College of Education, Open, Distance and E-Learning. The letter was presented to the authorities in Soroti District,

Gweri Sub-County and the Head Teachers of primary schools from which respondents were sampled. The researcher administered the questionnaires to the respondents and appointments made for their collection. The interviews were conducted with specific respondents to give specialized information.

Observation checklist was also used to observe the actual school facilities in each school. Data collected through the above instruments was then grouped, coded and presented in tables for analysis and inferences were made.

3.8 Data Analysis

According to Mugenda and Mugenda (2003), data analysis is the process of bringing order, structure and meaning to the mass of information collected. The qualitative data was analyzed using frequencies and percentages. Mean was also used to analyzed the level of school facilities in primary schools.

Mean Range Interpretation

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very Good
2.51-3.25	Agree	Good
1.76 -2.50	Disagree	Poor
1.00 -1.75	Strongly Disagree	Very Poor

Person correlation coefficient was used to find the relationship between facilities and completion rate at a relative of 0.05 level of significance.

The qualitative data was analyzed using themes.

3.9 Ethical Considerations

Ethics to be considered include: privacy, confidentiality and sensitivity to cultural differences, gender and anonymity (kitchen and kate 2000). Research does not harm and therefore it is important to gain informed consent from respondents and respect their rights. The researcher disclosed the real purpose of the research and gave all the relevant facts about the research so that subjects were able to make informed decisions about participating in the study. The researcher made it clear that no respondent was forced into participating in the study by seeking for permission to have the respondents time.

3.10 Limitations of the Study

Extraneous variable to the honesty of the respondents which is beyond control of the researcher. Instrumentation-since the research instruments are researcher made, validity and reliability was done to make sure that the instruments are valid and reliable.

Attrition-when not all of the questionnaires are returned, the researcher gave more questionnaires to cover up those that were not retrieved.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter shows how the collected data was analyzed and interpreted. The data filled in the Questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was then recorded in percentages and means. The recorded data was then edited and interpreted thus ensuring uniformity, legibility and consistence. However, the interview results were coded on frequency tables, pie-charts and bar-graphs which was calculated in terms of percentages and presented in this study in relation to the research questions.

A total of 58 respondents were used in the study, these included teachers, PTAs, SMCs and head teachers from the selected primary schools, DIS, DEO, NGOs and this was intended to make the study a reality.

4.1 Background information

Respondents were asked to state their gender and the results are shown figure 1.

Figure 4.1: Classification of Respondents by Gender
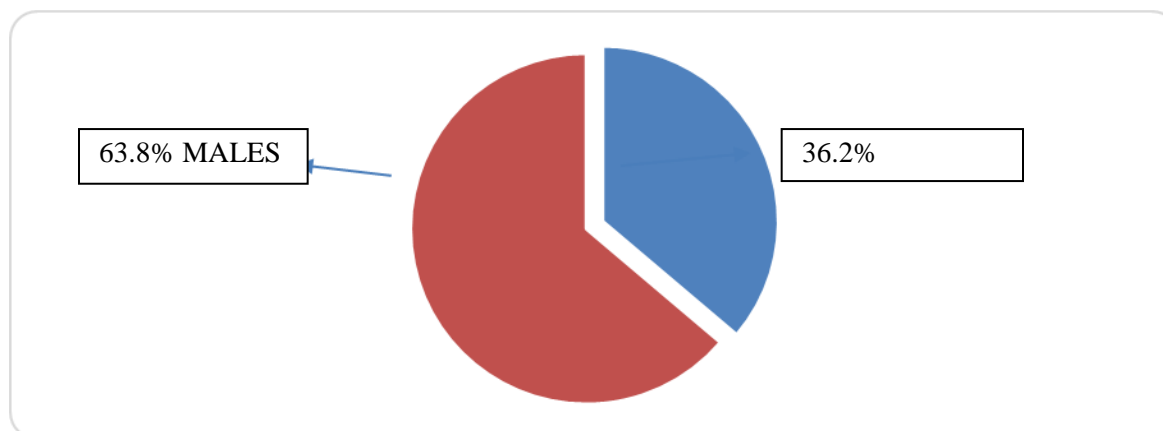
Source: Primary data

During the field study, it was found out that, the biggest number of respondents from Gweri sub county primary schools were males as it was represented by 63.8% and 36.2% of the respondents were females, indicating that, more males to a greater extent got involved in the study. It also shows that in Gweri primary schools most teachers were males.

Figure 4.2: Classification of Respondents by Age
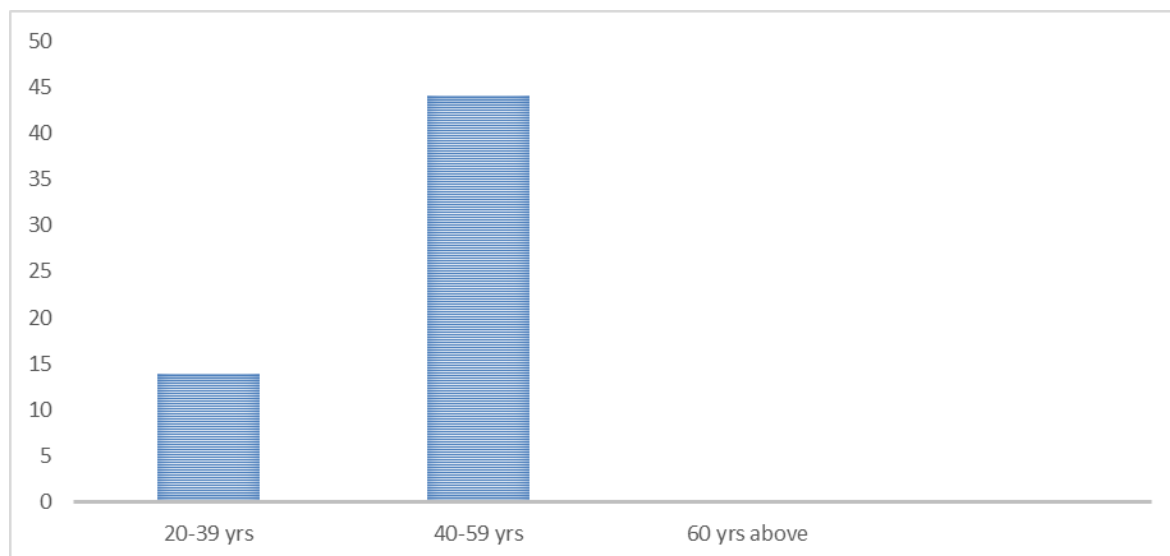
Source: Primary data

Figure 4.2 shows that the biggest percentage (75.9%) of the respondents were in age bracket of 40-59 years. Whereas 24.1% represented interviewees who were in the age bracket of 20—39 years, then none of the respondents were 60 years and above.

Figure 4.3: Respondents Status

1.7 % - DIS , DEO & NGOs

29.3%-SMC & PTA

20.7% -HTR

48.2%- TRS
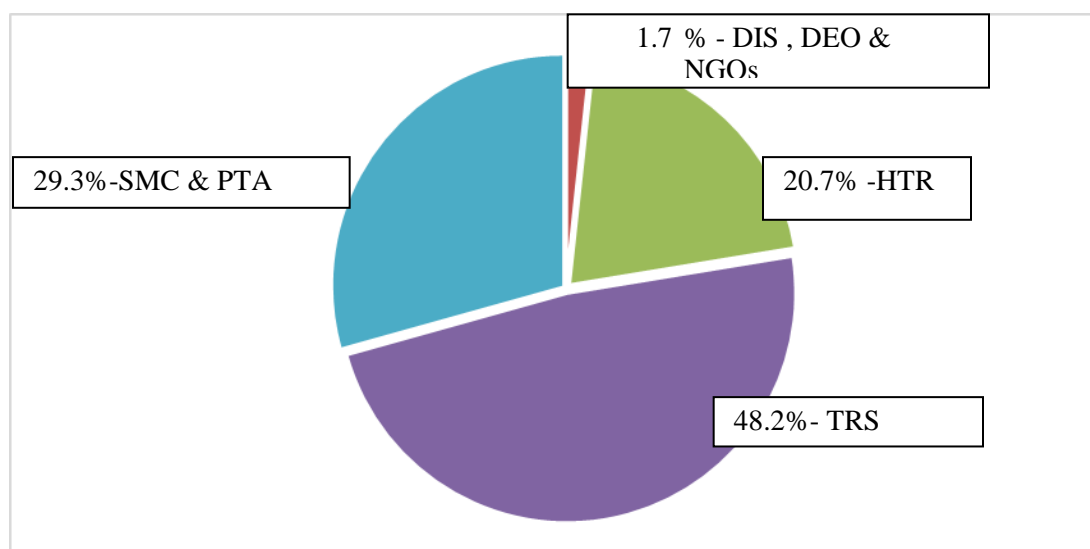
Source: Primary data

The assessment of the respondents status was as follows; the biggest percentage of the respondents were found to be teachers as shown by 48.2% where as 29.3% of the interviewees were noted to be SMC & PTA, 20.7% of them said that they are head teachers, implying that they make a smaller percentage , then 1.7% of the respondents in the study area where the interviews where held from noted that they were district inspectors, DEO and NGO indicating that they too are to a greater extent not adequate enough to do their work of inspecting schools as illustrated in Figure 4.2 above.

Figure 4; Years of working experience
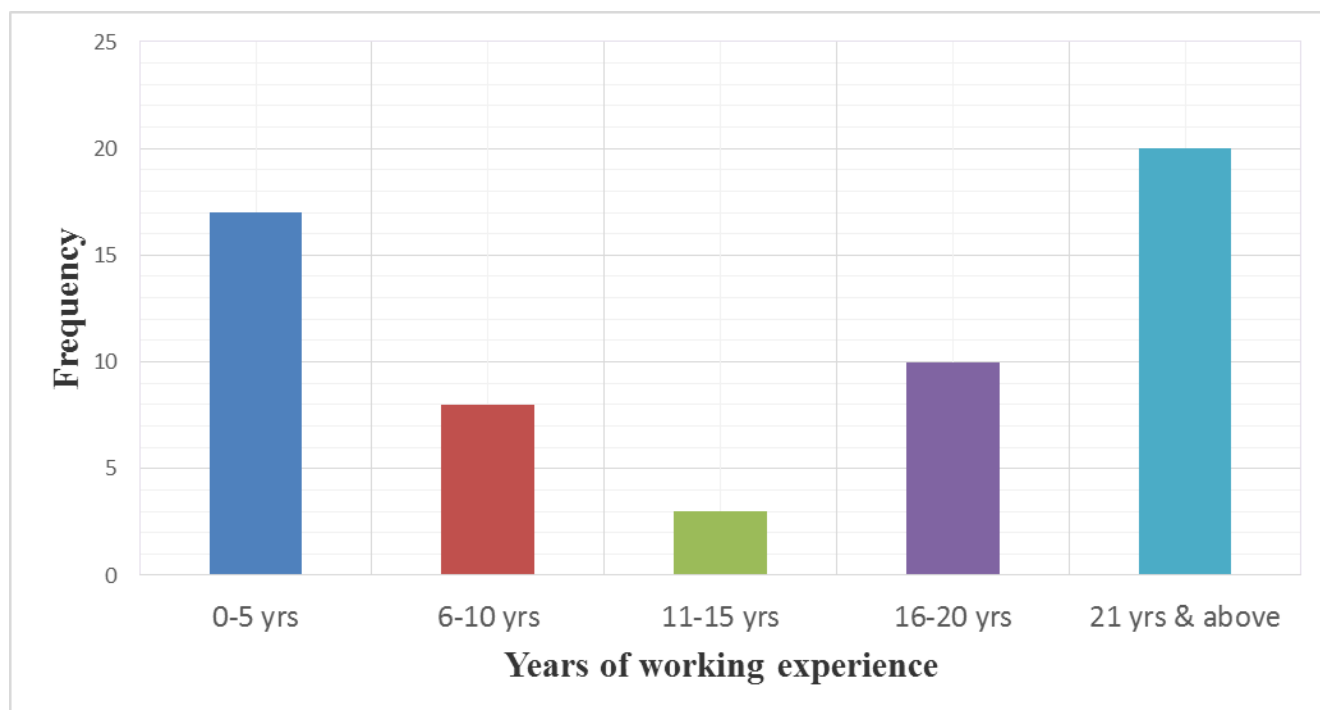
Source: Primary data

An assessment of the respondents working experience was as follows; the researcher found out that, 34.5% had working experience of 21 years and above, 29.3% of the respondents stated that they had attained working experience of up to 5 years showing that teachers at the context had attained high working experience emanating from high qualifications in education and were having different designations. Whereas 5.2% was a representation of the respondents with the least number of years of working experience.

4.2. School Facilities Available in Public Primary Schools

The researcher went to different primary schools in Gweri Sub-county to physically observed the facilities available in the school. Table 4,2,1, has the data

Table 4.2.1A. Percentage Showing the Available Facilities in Primary Schools

Facilities	Responses			
	Available	Percentage	Not available	Percentage
1. School buildings	58	100	Nil	**Nil**
2. Source of water	40	68.9	18	31.1
3. Separate latrine for boys and girls	53	91.4	5	8.6
4. Classrooms with chairs and desks	54	93.1	4	6.9
5. Teachers tables and chairs	39	67.2	19	32.8
6. Office of the head teacher	44	75.9	14	24.1
7. Teachers room	14	24.1	44	75.9
8. Library	2	3.4	56	96.6
9. Canteen	1	1.7	57	98.3
10. Chalkboards	58	100	Nil	Nil
11. Writing materials	53	91.4	5	8.6
12. Sports equipment	43	74.1	15	25.9
13. Health kit	15	25.9	43	74.1
14. Play ground	57	98.3	1	1.7

Table 4.2.1.A. shows the results related to the availability of the facilities in schools in relationship to learner completion rates. Comments from most respondents of two schools state that in these specific schools, there is no source of water.

In most schools where the facilities are said to be available, the comment by respondents said, that they are not enough in relation to standard ratios. In relation to the interview guide, most respondents said that some facilities that are available are in a bad condition hence causing negative attitude of learners of being at school to complete the primary cycle. The above responses were confirmed by the researcher using the observation guide as a majority of classrooms lacked ceilings, door shutters, window shutters and the floors were cracked and dusty.. This situation has been attributed to high pupil dropout rates in most schools in Gweri sub-county.

In consideration to Table 4.2.1.A. in depth, it was found that pupils were highly satisfied with all the opinions surveyed (item 1-14). Of all the 14 items surveyed, they showed the

highest satisfaction levels (100%) for item1 and 10 (school buildings and chalk board). However, item 2 and 3 (source of water and separate latrines for boys and girls) were of a great challenge and hence have a negative impact on learner retention and completion rates.

Table 4.2.1.B.. Level of School Facilities in Primary Schools

ITEMS	MEAN	Interpretation
Instructional materials are provided in this school to improve teaching and avoid pupils drop-outs	2.58	Good
Flipcharts are used in teaching to help pupils learn and avoid drop-outs	2.23	Poor
The library is functioning adequately that makes pupils learn more and avoid being drop-out	1.09	Very Poor
Chairs and desks are adequate which makes the pupils comfortable and they motivated to learn	2.61	Good
Classrooms are adequate in school and makes pupils enjoy learning	2.28	Good
Pupils have quick access to drugs for immediate treatment which makes them healthy for learning	1.05	Very Poor
Health Kit is stocked with drugs with immediate treatment of pupils	1.05	Very Poor
The playground is spacious for pupils to play and enjoy which makes them interested in studying	3.27	Very Good
Sports equipments are available for pupils to use and make them active in school activities especially in sports	2.18	Poor
There is a common room in this school where pupils can relax for their leisure time	1.05	Very Poor
This school has good facilities which makes the pupils want to learn more	2.10	Poor
Pupils want to study in this school because it has good facilities	2.98	Good
Average Mean	**2.04**	**Poor**

Source: Primary Data (2019)

Table 4.2.1.B revealed that the facilities in primary schools in Gweri Sub-County was poor with the average mean of 2.04. Items "the library is functioning adequately that makes pupils learn more and avoid being drop-out", has a mean of 1.09 which means very poor. While items Pupils have quick access to drugs for immediate treatment which makes them healthy for learning," "Health kit is stocked with drugs for immediate treatment of pupils". And item "There is a common room in this school where pupils can relax for their leisure time", have a mean 0f 1.05 which means very poor respectively. Item "Flipcharts are used in teaching to help pupils learn more and avoid drop-out" has a mean of 2.23 which means poor. While items " Sports equipment's are available for pupils to use and make them active in school activities especially sports " and " The school has good facilities which makes the pupils want to learn more" has means of 2.18 and 2.10 which means poor.

On the other hand, items like "Instructional materials are provided in this school to improve teaching and avoid pupils drop-outs" has a mean of 2.58 which means good. Other items like "chairs and desks are adequate which makes pupils learn more to avoid being drop-out", "Classrooms are adequate in school and makes pupils enjoy learning", and item "pupils want to study in this school because it has good facilities" has means of 2.58, 2.61, 2.28 and 2.98 respectively which means good. And the item "the playground is spacious for pupils to play and enjoy which make them interested in studying", has a mean of 3.27 which means very good.

During the interview with the respondents, they were ask , " What can you say about the school facilities in your school?"

One of the respondents said, *"My school has poor facilities with very few classrooms,   desks are not enough for pupils so some pupils sit on the floor or some share sits with each other, and toilets only one for boys and one for girls and others which are needed ". Another respondent said that, "The government should provide funds to each school to improve school facilities". While another respondent said " If the school has good facilities pupils are motivated to learn". The other respondent volunteered that "Most of the primary schools here in Gweri Sub-County have poor facilities but we are trying our best to teach our pupils on whatever materials available".*

4.3. Completion Rates in Primary Schools in Gweri Sub-County

Besides investigating the availability of facilities, the present study objective examined the level of completion rates.in primary schools in Gweri Sub-County.

Table 4.3.1A. Shows the enrolment in primary schools in Gweri sub-county from 2013- 2019.

SCHOOL	2013	2014	2015	2016	2017	2018	2019
A	905	910	1010	1084	1104	1197	1211
B	451	464	487	625	590	644	678
C	642	656	707	706	713	737	834
D	**522**	**518**	**496**	**476**	**468**	**454**	**389**
E	987	1012	1022	1079	1138	1144	1248
F	**522**	**518**	**504**	**498**	**486**	**476**	**468**
G	**827**	**717**	**677**	**647**	**620**	**564**	**423**
H	**654**	**531**	**502**	**467**	**459**	**408**	**373**
I	60	65	696	720	802	934	1252
J	1274	1366	1335	1131	1400	1416	1416
K	674	784	820	846	866	908	1031
L	**862**	**721**	**609**	**546**	**465**	**437**	**427**

Table 4.3.1A: shows the results related to the enrolment in primary schools in Gweri Sub-county in Soroti district.

The schools that show a great decline in the enrolment in the given period of time attributed to inadequate facilities or even not in existence. School D, F, G, H and L had no source of water for the learners which became a crucial issue that would have provided a pivot for the wellbeing of learners. The results show that schools that have no separate latrines too had a decline in the enrolment but not so big as compared to the other mentioned above.

In consideration to Table 4.3.1A in depth, it was found that availability of facilities at school foster continuity of learners being at school and complete the primary cycle.

Results in Primary one entry in 2013 and exit in 2019 in Gweri Primary Schools, Soroti District.

The number of candidates was generated for the schools in Gweri primary schools. The results are as presented in Table 4..3.

Table 4.3.2. Primary one entry in 2013 and exit in 2019 in Gweri Sub-County Primary Schools, Soroti District.

SCHOOLS	2013	2014	2015	2016	2017	2018	2019
A	45	68	80	52	96	102	104
B	36	52	48	46	56	38	60
C	26	49	45	70	83	79	74
D	82	68	62	56	42	34	15
E	102	107	55	142	109	107	102
G	124	105	71	56	40	33	30
H	41	31	27	26	19	19	18
I	41	41		88	98	72	72
J	25	35	39	48	57	67	74
K	44	55	64	66	72	99	101
L	76	62	56	44	34	30	22

The results in table 4.3.2. show that most schools where the facilities are available, the population of learners is high and the completion rate is high but in schools where the facilities are inadequate or in non-existence, the enrolment is low thus signifying that the completion rates are too low as seen in school D, G, H and L above

During the interview, the respondents were asked" Do you think school facilities affect pupils completion rates? Why?

One respondents said Yes that school facilities affect the completion rates because pupils are motivated to learn in a good learning environment" Another respondent said, in some schools with poor facilities completion is good because pupils have no choice but to study in that school and also teachers are trying their best to teach pupils well. ".

4.4. Relationship between School Facilities and Completion Rates in Primary Schools

Pearson Linear Correlation was used to establish the relationships between school facilities and completion rates at 0.05 level of significance. Table 4.4. has the data.

Table 4.4. Pearson Linear Correlation Between School Facilities and Completion Rates

Variables Correlated	r-value	Sig	Interpretation	Decision on Ho
School Facilities VS Completion Rates	.385	.000	Significant correlation	Rejected

The results obtained in Table 4.4. showed that there is a relationship between school facilities and completion rates in primary schools in Gweri Sub County. This means that the null hypothesis is rejected. School facilities affects the completion rates in primary schools. On the relationship between school facilities and completion rates in primary schools is that where the facilities are not enough and sometimes not in a good condition, the number of learners who enroll and complete the primary cycle always fluctuates year in year out. It can be concluded in this study that the school facilities have a positive effect on the learner enrolment, retention and completion of the primary cycle to a greater percentage. The responses were scored statistically higher in the schools where the facilities were adequate having higher level of learner retention and good completion rates.

CHAPTER FIVE
DISCUSSIONS, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter presents discussion of the findings, conclusions and recommendations of the study

5.1 Discussions
The actual observations gained from interview and the statistical operation show that there is a strong link between school facilities and learner retention and completion rates in primary schools in Gweri sub-county, this discussion explains the results of the research objectives.

The first objective was intended to find out the level of school facilities and how they are related to learner completion rates. Analysis of results provided evidence for rejection of the doubts, and revealed that the availability and adequate use of school facilities provide learners with required ample environment for conducive stay at school and completion of the primary cycle.

The findings under this objective are in line with the assertions of the renowned educational professor Carl D. Glickman (2004) who reports that when pupils are interviewed regarding the challenges that they face daily in their studies, basis were more likely to note deplorable building conditions rather than curriculum standards. As to Akande (1985), learning can occur through ones interaction with ones environment which refers to facilities that are available to facilitate learner learning outcome. It includes books, audio-visual, software and hardware of educational technology, classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical work are arranged (Farrant, 1991) and Farombi, 1998)

Its further more backed up by Oni (1992), who wrote that facilities constitute a strategic factor in organizational functioning and that its because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity.

In line with Hallak (1990), facilities form one of the potent factors that contribute to academic achievement in the school system and that they include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment,

apparatus and other instructional materials. He further said that, their availability, relevance and adequacy contribute to academic achievement.

The assertion of the study conducted by NE Muli (2017) on factors influencing students completion in public schools showed that school facilities and economic burden were the main factors that affect students completion rates. While in the study on impact of school facilities on completion rates and PLE performance rates showed that improvement of school facilities particularly classroom resources and teachers helped improve completion rates as well as PLE performance rates. (https//www.unicef.org.). Another study was conducted in Nigeria on impact of school facilities on students achievement, the results showed that there was no relationship between school facilities and students achievement. This means that school facilities do not influence students achievement. There could be other factors that influence students achievement. (https//acedima.edu.2017). The above citations conform to the findings of the study which typically are evidenced in Gweri sub-county primary schools that nullfy the null hypothesis.

Objective two thought to assess the level of learner completion rates of learners in primary schools in Gweri sub-county primary schools; results after analysis show that D, G and H schools show a drop in the number of candidates registered each year of not less than (35%) which emanates from an essential issue that provides an input that is comprehensible for learners.

These findings are in line with Lewis (2001) whose assertions state that school facilities and learner attendance are long linked to success in school performance. This means that a school with good facilities, adequately utilized and maintained can help improve pupils completion rates.

Its further more backed up by the Report from the National Priorities project (2000) entitled Recess is over! (National Priorities project, (2000) which purports that, students in these substandard school facilities are also more likely to be less orderly and distract teachers from their instructional duties.

Objective three thought to find out the relationship between school facilities and completion rates. Analysis of the results show that an average of 40% of learners are not able to complete the primary cycle each year from every school. Having compared the number of candidates who sit for their PLE in each school every year while considering the condition of the school facilities, school enrolment with schools having adequate school facilities have an increase in the enrolment and learners who register for PLE. It can then be concluded that the schools that use school facilities adequately as a valuable resource

can give to their learners an efficient means for improving the learner enrolment, retention and good completion rates.

This finding is consistent with the results of Nathan, (2002) whose study showed that a school system that promotes smaller campuses has found that the sharing of student-support facilities such as libraries and gymnasium have lowered the performance and decreased school completion rates.

In addition to this, Davis (2009) noted that instructors expectations can have a powerful effect on students performance. The standards should be set high enough to challenge students and motivate them to do their best. The findings reveal that schools which are equipped have good records of achievement and attracted more learners who will enjoy the environment and hence complete the primary school cycle.

This furthermore is supported by governments initiative with an effort to improve the implementation of study environment in Uganda, that the School Management Committees (SMCs) help the teachers and PTAs help the parents and be the key players at school level. The teachers help the learners in all conditions to get adequate Education and the SMCs serve as a link among the government, the school and communities to provide quality requirements and all the stakeholders to internalize their roles which are well stipulated in UPE handbook (Renuka, 2006).

5.2. Conclusions

From the findings of this study, it was evident that school facilities were crucial for achieving high learner completion rates in Gweri sub-county primary schools. Most primary schools in Gweri sub-county have inadequate required school facilities and learning resources as a majority of classrooms lacked ceilings, door shutters, window shutters and the floors were cracked and dusty. These conditions of school facilities affect learner retention and completion of the primary cycle.

Summarily, it was therefore concluded from the findings that school facilities contribute to a greater extent to the learner completion rates in Gweri sub-county primary schools as presented based on the above discussions.

5.3. Recommendations

The study established that learner completion rates in Gweri sub-county primary schools is poor dependent on the condition of the school facilities. The recommendations were;

The government of Uganda should develop a policy for learner completion rates in primary schools.

To make the learner more interested in the learning environment, teachers are advised to utilize the available schools facilities adequately so as to arouse interest of the learners to have all their time at school until they complete the primary cycle.

In order to maintain and manage the learner enrolled in a given school. It is then recommended that the government of Uganda should redress the issue of adequacy of school facilities through allocation of more funds to the school infrastructure budget.

School administrators should be maintain and sustain the available school facilities.

The communities through SMC and PTA should offer input in protecting the existing school facilities for the future.

5.4. Areas for Further Research

1. School Facilities and Pupils Achievement in Primary Schools
2. Teachers Personality and Pupils Completion Rates in Primary Schools
3. School facilities and Pupils performance in Primary Leaving Examinations

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APPENDIX I
TRANSMITTAL LETTER

APPENDIX II
LETTER TO THE RESPONDETS

Dear Sir/Madam,

Greetings!

I am a student of Master of Education in Educational Management and Administration of Kampala International University. Part of the requirements for the award is a thesis. My study is entitles "School facilities and completion Rates in Primary School in Gweri Sub-County, Soroti District, Uganda". May I request you to participate in this study by answering the questionnaire?

Kindly do not leave any options unanswerable. Any data you will provide shall be for academic purpose only and no information of such kind shall be disclosed to others.

Thank you.

Respectfully Yours,

Aromit Simon

APPENDIX III
INFORMATION CONSENT

I am giving my consent to be part of the research study of Mr. Aromait Simon entitled "

School Facilities and Completion Rates in Primary School in Gweri Sub-county, Soroti

District, Uganda".

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and the right to withdraw my participation anytime.
I have been informed that the research is voluntarily and that the results will be given to me if I ask for it.

Signature: _____

Name: _____

Date: _____

APPENDIX IV
RESEARCH INSTRUMENTS

A. Personal Data of the Respondents

Instructions: Please tick in the appropriate box that relates to you.

1. Gender: Male _____   Female: _____
2. Age: 20-30 year old: _____ 40-50 years old:_____ 60 years above: _____
3. Status: Education Officer: _____ District Inspector of Schools: _____ Head Teacher: _____ Teacher: _____

    NGOs _____ Parent: SMCs/PTA: _____
4. Years of Working Experience: 0-5 years: _____ 6-10 years: ___ 11-15years: _____ 16-20 years: _____ 21 years and above: _____

B. OBSERVATION CHECKLIST FOR SCHOOL FACILITIES

Instructions: Please tick the appropriate space at the end f each option which corresponds to your best choice in terms of school facilities in public primary schools.

Facilities	Available	Not available	Description
School Buildings			
Source of Water			
Separate Toilets for Boys and Girls			
Classrooms with chairs or desks			
Teachers table and chair			
Office of Head Teacher			
Teachers Room			
Library			
Canteen			
Chalkboards			
Writing materials			
Sports Equipment			
Health Kit			
Playground			

C. QUESTIONNAIRE ON SCHOOL FACILITIES

INSTRUCTIONS: Please write rating on the space at the end of each option which corresponds to your best choice in terms of school facilities of primary schools in Gweri Sub-county, Soroti District. Kindly use the Scoring system below;

Responds Mode	Rating	Description
Strongly Agree(SA)	4	You agree with no doubt at all
Agree (A)	3	You agree with some doubt
Disagree (DA)	2	You disagree with some doubt
Strongly Disagree (SDA)	1	You Disagree with no doubt at all

ITEM	SA	A	DA	SDA
1. Instructional Materials are provided in this school to improve teaching and avoid pupils drop-out.				
2. Flip Charts are used in teaching to help pupils learn and avoid drop-outs.				
3. The Library is functioning adequately that makes pupils learn more and avoid being dropout.				
4. Chairs and desks are adequate which makes the pupils comfortable and they are motivated to learn.				
5. Classrooms are adequate in school and makes pupils enjoy learning.				
6. Pupils have quick access to drugs for treatment which makes them healthy for learning.				
7. Health Kit is stocked with drugs for immediate treatment of pupils.				
8. The playground is spacious for pupils to play and enjoy which make them interested in studying.				
9. Sports equipments are available for pupils to use and make them active in school activities especially in Sports.				
10. There is a common room in this school where pupils can relax for their leisure time.				
11. This school has good facilities which makes the pupils want to learn more.				
12. Pupils want to study in this school because it has good facilities.				

D. INTERVIEW GUIDE

1. What can you say about the school facilities in your school?
2. Do you think school facilities affect pupils completion rates? Why?
3. What can you suggest to improve the school facilities in your school?
4. What can you suggest to prevent pupils drop out in your school?

E. COMPLETION RATE

SCHOOL	2013	2014	2015	2016	2017	2018	2019
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							

APPENDIX V
MAP OF GWERI SUB COUNTY, SOROTI DISTRICT

Source: Uganda Districts Information Handbook, 2008

APPENDIX VI
RESEARCH BUDGET ESTIMATE

ITEM	QUALITY	UNITY COST (shs)	AMOUNT (shs)
Stationary		200,000	200,000
Transport/Travel		450,000	450,000
Service (Typesetting, Printing, Internet café)		200,000	200,000
Communication		70,000	70,000
Subsistence		150,000	150,000
Accommodation		150,000	150,000
Contingencies		100,000	100,000
Total		**1,320,000**	**1,320,000**

APPENDIX VII
KRECJIE AND MORGAN TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	106	310
35	32	270	159	107	313
40	36	280	162	108	317
45	40	290	165	109	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	208	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	405	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	23	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381

N-Population Size S-Sample Size

SOURCE: KRECJIE AND MORGAN, 1970

APPENDIX VIII
WORK SCHEDULE

Period	Research Activity
January 2019	Getting a topic for research, supervisor reading and approving it.
February — May 2019	Writing a proposal, marking of proposal by supervisor
June-November 2019	Making corrections and writing a fair copy.
	Printing and binding proposal.
	Handing proposal to the supervisor.
December 2019 —March 2020	Collecting data for research
	Writing report, supervisor reading and marking report, making corrections and making a fair copy.
	Printing, binding and handing in the report for marking