

**THE GOVERNMENT POLICY OF UPE AND ACADEMIC
PERFORMANCE OF PRIMARY SCHOOLS
DOKOLO DISTRICT.**

**BY
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BED/1153-07174-09133**

**A RESEARCH REPORT SUBMITTED TO THE CODL AS
PARTIAL FULFILMENT FOR THE AWARD OF
A BACHELOR DEGREE IN PRIMARY
EDUCATION OF KAMPALA
INTERNATIONAL
UNIVERSITY.**

SEPTEMBER 2017

DECLARATION

I **OGWAL ALFRED** hereby declare that this is my original work which has not been presented to any institution for the awarded of bachelor in education.

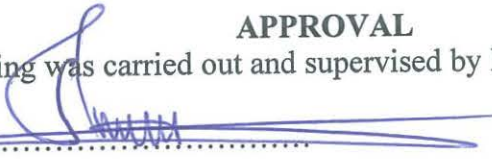
Sign *Alfred*

Date ... *15.10.2017*

APPROVAL

This report writing was carried out and supervised by Mr Odongo Mike.

Sign



SUPPERVISOR

Date.....



DEDICATION

This research is dedicated to my beloved Brothers Mr Ayo Simon Peter and Odyek Charles Opimon and my wife Nyaga Janet Christine for their support both financial and material.

ACKNOWLEDGEMENT

I feel indebted to my research lecturer and supervisor Mr Odongo Mike for the contributions he had made towards the success of the field research and his timely piece of advice he had given us from the lecture room. I am also grateful to the KIU staffs who worked hard to ensure that we get the required materials.

More gratitude also goes to mycourse mates especially Mr Oyuko Patrick, Adongo Patricia and Awor Betty for their encouragement during the entire study at KIU.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	4
1.4 Objectives of study.....	4
1.5 Research questions.....	4
1.6 Scope of the study.....	5
1.7 Conceptual framework.....	6
CHAPTER TWO.....	7
LITERATURE REVIEW.....	7
2.0 Introduction.....	7
2.1 Theoretical Review.....	7
2.2 Actual Review of related literature.....	8
CHAPTER THREE.....	13
METHODOLOGY.....	13
3.0 Introduction.....	13
3.1 Research Design.....	13
3.2 Population of the study:.....	13
3.3 Sampling Methods.....	13
3.4 Data Collection Methods.....	14
3.5 Data Collection Instruments (tools).....	14
3.6 Procedures for Data Collection:.....	15
3.7 Data analysis.....	15
3.8 Data Reliability and Validity.....	15
3.9 Ethical consideration.....	16
4.1 Introduction.....	17

CHAPTER FIVE	34
SUMMARY, CONCLUSION AND RECOMMENDATIONS.	34
5.1 Introduction	34
5.2 RECOMMENDATIONS.....	34
5.3. To examine the effect of automatic promotion in the academic performance	37
5.4 To find out how lack of instructional material affects performance of pupils in Dokolo district. 37	
5.5 To findout the extent to which teachers overload affect the performance of.....	39
REFERENCES.....	40
Appendix (ii):	41
Work plan:	41
Appendix (iii):	44
Budget:.....	44

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covered the following: Background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, limitations, and conceptual framework.

1.1 Background of the study.

In England and Wales, pre-primary education included nursery and infant. Nursery education handles children below 5 years of age. The main objective was to cultivate the right habits of behavior in children. The teaching is a play form. The infant schools cater for 5 to 7 years old children. The main objective is to develop vocabulary, power of observation and sensitiveness of ears and the formal teaching starts at this level. The primary education includes junior, middle education (UPE). The organization of the school and learning experience are based on total development of the child. Funding of education in England and Wales was through the government, church, private institutions, individual charitable bodies and schools.

In Africa, Tanzania was among the African countries which took up universal Primary Education from British colonial influence, Tanzania inherited a system of education of a traditional formal school that was elite-oriented and took little account of the fundamental needs of a developing society. After independence in 1961, the government adapted reforms in education assisted by the World Bank in the formulation of a new education policy for Tanzania. The aims and objectives of Tanzania education system is education for self-reliance and independence.

This means that education aims at creating right thinking of self reliant productive system. According to the approved recommendations of presidential Commission on education: as outlined by Mwalimu Julius K. Nyerere(1967) “ in his booklets, “Education for self-reliance these ...shall form the cornerstone of our educational plans and practice as we approach the twenty first century”.

One will realize that the primary education concerns of the early years of independence were rooted in the creation of a nationalistic leadership. It's clear that the new leaders in Tanzania believed that the lack of high level skills was a major obstacle to development goals. Consequently, Tanzania assigns its highest education priority to human resource development especially at upper levels. You will realize that the education was no longer an elite privilege but “a fundamental right of citizenship”.

The Adis-ababa meeting (1961) African Ministers noted that education is a fundamental ingredient in social and economic development of their nations (Report1984).therefore; they resolved that basic education be expanded gradually so that by 1980 UPE could be achieved. Later in Tomptien (Thailand) march 1990, a world conference on education for all was convened to draw attention to the importance and impact of basic education and forge a commitment to provide basic education for all. It is indeed true that Uganda was a party to the declaration and the framework of Action. The education policy Review commission Report of 1989 recommended the need for UPE and so did the government White Paper of 1992.

The UPE policy was introduced in Uganda in 1996- where at first four children from every family were to benefit (Museveni 1996). Uganda can be said to have achieved if quality, access and equity guide the implementation of UPE and is delivered to the people. Indeed the success of UPE translates itself in the performance of education at other levels beyond primary.

After World War 11, the demand for education grew on the basis of two arguments that education was a human right and a form of investment for economic growth (Holmes, 1965:221). After the war, there was World pressure to extend educational opportunity as a human right. The United Nations Charter Article 26 of the universal Declaration of Human Rights maintains that “Everyone has a right to Education”. This means that the entire population is entitled to receive education without discrimination as suggested by Okongo, (1988, 29): all races, ethnic groups, the poor, the rich have opportunities to present themselves to appropriate levels and types of educational institutions. This explains why universal education remains a declared objective in most countries Uganda inclusive

1.2 Statement of the problem

The problem of poor performance in PLE for the past years remains a serious challenge to Dokolo. These poor results are caused by: Inadequate teachers who would adequately teach all classes and complete the syllabi. There was also inadequate provision of lunch to pupils at schools while some pupils did not even take breakfast and lunch. More so, some parents have neglected pupils at home or sending them to school without scholastic materials.

The government attempted to address the above problem through deployment of more teachers to solve the problem of lack of teachers. The Stakeholders are frequently calling meetings to sensitize the community on their roles and responsibilities towards child education. For example Head teachers have initiated lunch programme where some parents have contributed towards pupil’s lunch. Meanwhile the local leaders were frequently monitoring children loitering at home and they are monitoring children’s

absenteeism at school and parents to such children are warned against denying children's right towards education. The distribution of text books and opening up libraries and others.

Despite these inventions, the problems still persist. That was why the researcher intended to examine the effect of UPE on academic performance in Dokolo district.

1.3 Purpose of the study

The purpose of this study was to examine the challenges of Universal Primary Education (UPE) policies and performance of pupils in Dokolo District.

1.4 Objectives of study

- 1.4.1 To examine the effect of automatic promotion on the academic performance in Dokolo district.
- 1.4.2 To find out how lack of instructional material affect performance of pupils in Dokolo district.
- 1.4.3 To assess the effect of lack of sensitization on the performance of pupils in Dokolo district.
- 1.4.4 To find out the extent to which teachers overload affect the performance of pupils in Dokolo district.

1.5 Research questions

- 1.5.1 How does automatic promotion affect academic performance in Dokolo district?
- 1.5.2 How does lack of instructional materials affect performance of pupils in Dokolo district?
- 1.5.3 How does lack of sensitization affect performance of pupils in Dokolo district?
- 1.5.4 To what extent do teachers overload affect performance of pupils in Dokolo district?

1.6 Scope of the study

Geographical scope

The study was done in dokolo district. Dokolo is one of the new districts curved from Lira district located in the northern part of Uganda.

Time scope

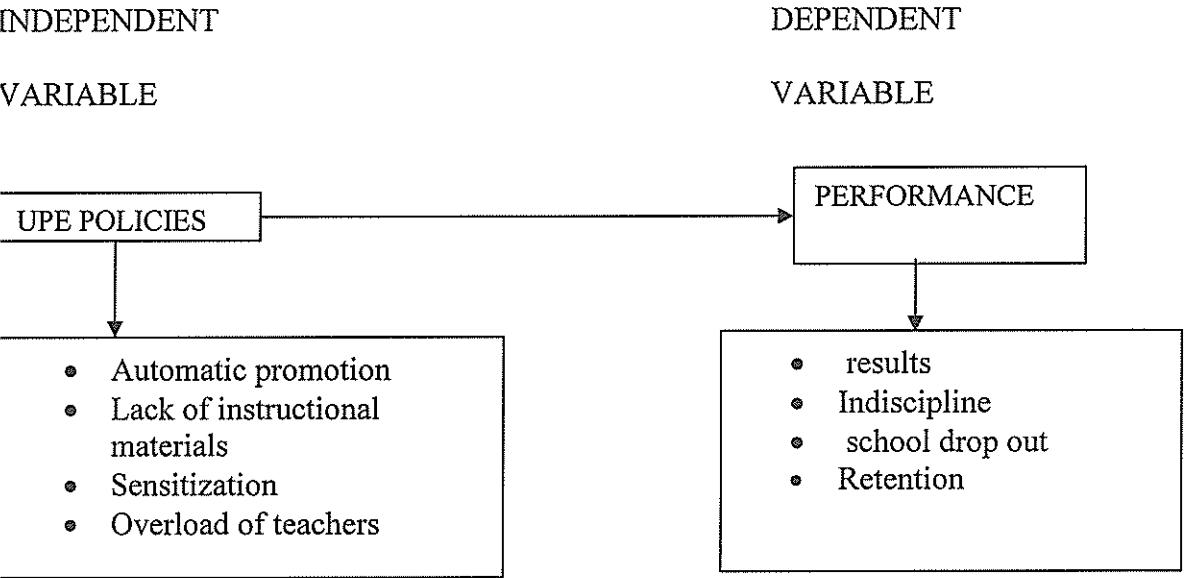
The study covered the period 2015 to 2017. This time period was selected because the researcher wanted to find out how the district has fared between that period.

Content scope

This specifically focused on automatic promotion, lack of instructional materials, and lack of sensitization and overload of teachers and how they affect performance of pupils in Dokolo district.

1.7 Conceptual framework

Conceptual framework showing UPE policies and performance.



Automatic promotion of pupils as a policy under UPE has led to poor performance. As a result, many learners leave school leading to high school dropout. Lack of Instructional materials in schools is caused by UPE policy where many children can't access text books leads to poor performance. This has led to poor results in both internal and external examinations (PLE).Sensitization: most communities are less informed about UPE policies. This created lack of support to the learners which has led to poor performance, eventually resulted to early pregnancies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covered the theoretical review of actual review of related literature. The study is about UPE policies and performance of pupils in Dokolo district.

2.1 Theoretical Review

This study was based on a number of theories: **Theories of moral and cognitive development:** Jean Piaget (1896-1980) one of the greatest psychologist in the world put forward his theories of the moral development and cognitive development. He was an active scholar in the field of cognitive development, maintaining a deep interest in the implications of his research for educating students and adolescents.

Piaget's theory of cognitive development had key questions:-

The two most fundamental concepts in Piaget's theory are those of Organization and adaptation. He notes that the tendency that we as humans have to organize our world and the ways we construct mental "schemas" or structures to create such organization. These "schemas" are what individuals in other fields often refer to as "paradigm" that we use to make sense of the world or a particular situation or field study. Piaget describes three processes important to adapting to our environment through learning. They include: assimilation, accommodation and equilibration. By assimilation he said, "Is a process through which we use our existing mental structures or schemas to take new information? We need to have existing schemas (idea, concept) – prior knowledge to relate to new information so that we can assimilate it. By accommodation, this is the process through which our existing mental structures or schemas change as we take new information." If we experience something new of different, it modifies our existing knowledge. By

Equilibration, Piaget refers to internal self regulation – the balancing that goes on in our minds between assimilation and accommodation. When we take new information, we relate this to what we already know.

2.2 Actual Review of related literature

2.2.1 Automatic promotion and performance of pupils.

Yoweri Kaguta Museveni (1996) introduced free education for four children per family beginning January 1997". This important and most welcome announcement was at variance with what the government had accepted in the White Paper. It was made without adequate preparation with regard to funds, teachers, instructional materials and physical facilities. This selection of four children per family was very problematic because "a family" was difficult to define in the context of Uganda where many polygamous families and "single" parents existed. But parents whole heartedly welcome the government announcement with many questions on detailed definitions or on quality of education to be provided. some families had more than four children of primary school age distributed the surplus to relatives for purposes of enabling them get free primary education. Later on, the president declared every school age children to join Primary Education " bana basome" Later on, the UPE policy declared that there should be automatic promotion of pupils from one class to the next (Government Pronouncement 1998). Many people had doubts in quality of education. This is opposed to Thondike's theory of learning where he said that associationist theory had factors which facilitate connections in learning that is learning frequency, recency, intensity, and vividness, mood of the learner, resulting satisfactions, similarity of situations and the capacity of the learner. In other words the more times a learner is exposed to material to be learnt, the easier it is for him or her to learn it. Automatic promotion therefore may not help the weak learners to be exposed to material to be learnt.

According to Thondike's theory of learning under the law of exercise, he also

Emphasized the use of repetition and use of drill method and also constant practice to minimize forgetting. But under automatic promotion, the learners who are weak are denied the chances to repeat their classes.

Maslow (1954) describes self actualization as a person's need to be and do what for which the person was born. He wrote that "Even if all (the other) needs are satisfied, we may still often (if not always) expect that a discontent and restlessness will arrive unless the individual is doing what he or she, individually, is fitted for. Musicians must make music, artists must paint, poets must write, if they are to be ultimately at peace with themselves. What humans can be, they must be ...this we may call self- actualization.

This therefore means that teachers should fulfill the potential of the pupils. Other wise performance will be poor.

2.2.2 Instructional Materials and Performance.

Instructional Material is very essential in teaching and learning process which affect performance of learners. According to the National Conference on Universal Primary Education (UPE) programme at International Conference Centre, 9th to 10th Sep; 1998, the roles of the various key players were outlined among which, the Ministry of Education was charged to provide instructional materials inform of text books and teachers' guide.

Similarly the mass media has a very vital role of contributing to making education interesting for learners, teachers, parents and the general public through special educational programmes and articles or pages in the print media and on Televisions.

Farant (1980) says," Learning is the process by which we acquire and retain attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behavior patterns or physical growth." This therefore means that teachers should use

instructional materials like text books, slates, abacus and Audio and Audio visual aids to facilitate teaching and learning as well as the environment.

By doing this, instructional materials will improve performance under UPE policies. If not, poor results will persist. The teacher should also guide children to use instructional materials so that pupils acquire and use attitudes, knowledge, understanding, skills and capabilities. This process should result in permanent change in the behavior of the child. A teacher therefore is obliged to implement all Ministry of Education and Sports (MOES) policies including UPE policies. This is so because “no education System can be better policies as no education system is better than the quality of its teachers.

Gesel (1997) states that a child must be with many learning materials such that they can explore environment. This implies that for learning to be complete, the learner should be able to use all senses like seeing, feeling, hearing, smelling, taste to create permanent retention of knowledge. This is instrumental if UPE policies are to succeed. Dewey J (191) says “teachers need to use a lot of learning instructional aids to motivate learners to acquire new ideals to learn.”

Joan Moyo G (1984 page 96) said that the use of visual aids in learning make children understand better, pictures, drawing can be of great help but stories must be carefully selected.

2.2.3 Sensitization and performance of pupils:

Jean Piaget in his theory, referred to two most fundamental concepts as theory of organization and adaptation. He notes the tendency that we as humans have to organize our world and ways we construct mental as “schemas” or structures to create such organization.

This therefore means that parents as well as the local community should be sensitized upon responsibilities like supporting UPE policies. This will help to improve

performance. For example parents should collect local materials for constructions in schools. Government to provide funds, deploy teachers, provide instructional materials. All stakeholders should play their roles if performance is to be realized.

Mc Gregor (1957), developed a philosophical view of humankind with his theory X and Y. he said people have dislike for work and they must be coerced, controlled, directed or threatened with punishment. He went a head to say that work is natural as play and rest. This therefore tells us that we should use force, threats to evoke desire to UPE policies if performance is to be got. This is true to some communities who don't care for regular attendance of their pupils at schools.

2.2.4 Workload of teachers and performance of pupils:

According to the conference at Kampala International conference (Kampala 1998), the roles of various key players in UPE policies were outlined. Among which the teachers' roles were clearly spelt including preparing schemes of work, and lessons plans, teaching both Curricular and co- curricular programes, providing guiding and counseling, being exemplary, involving parents and other members of staff by word and deed and attitude among others. It should be noted that the enrolment of pupils increased but the teacher – pupil ratio is still a question. In view of teacher's roles above, the teachers are loaded with much work and the quality of UPE performance is reduced.

In regard to ethics in the work place, Madsen and Shafritz, in their book "Essentials of Business Ethics" (Penguin books, 1990) explain that "managerial mischief includes illegal, unethical, or questionable practices of individual managers or organizations as well as the causes of such behaviors and remedies to eradicate them". This means that we should deal with dilemmas that have no clear indication of what is right or wrong. In this case the teachers will complain of too much work and policy makers would say teachers

ought to do their work which eventually paralyses UPE policies leading to poor performance of pupils.

Maslow (1954), in his highly respected book, motivation and personality, describes self actualization as a person's need to be and do what for which the person was born. He wrote that: Even if all the other needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will arrive unless the individual is doing what he or she, individually, is fitted for. Musicians must make music, artists must paint, poets must write, if they are to ultimately at peace with themselves. What humans can be, they must be... This we may call self-actualization.

In view of Maslow, too much work to teachers will affect performance of pupils. Too often, the teacher's physiological, safety, belongingness or esteem needs interfere with their ability to fulfill their potential. This therefore calls for motivation of teachers by increasing more workmanship in schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter examined Research design, population of the study, data collection methods, data collection instruments (tools), procedures for data collection, data analysis, data reliability and validity

3.1 Research Design

The study adopted a case study design in attempt to analyze the data. This design was specifically chosen because it provided in depth information. (Amin 2005)

3.2 Population of the study:

Table 1

Respondents	Total no	Sample	Methods
Key informants	10	10	Purposive
Pupils	40	32	Simple random
Teachers	30	28	Systemic sample
Parents	20	18	Simple random sampling
Local community	20	18	Simple random
TOTAL	120	106	

3.3 Sampling Methods

The researcher used both probability and non probability sampling. The key informants were reached through purposive sampling. This was because purposive sampling gave the opportunity for the researcher to choose people who had the knowledge about the problem under investigation. The pupils on the other hand shall be reached through simple random sampling. This was done to avoid bias. While the teachers were reached

through systemic sampling. The local community (parents) was reached through simple random sampling.

3.4 Data Collection Methods

In data collection, the researcher used the following methods:

Questionnaires:

This method was used to collect information from teachers, pupils. This was so because teachers and pupils are very central in performance at PLE and are mostly affected by PLE performance. They also had much time to answer the questionnaires.

Interview guide:

This was used to reach out key informants like DEO, DIS and Headteachers. This was because they are too much committed with office work. The researcher intended to use interview guide since he was to get information orally as he recorded the valid information on research.

Observation checklist:

This was used by the researcher to quickly check important items at school like timetable, charts and so on. These items do affect performance of pupils at PLE.

Documentation:

This method was used to collect information from government offices example staff list, staff minutes, UPE accountabilities at school and teachers personal files.

3.5 Data Collection Instruments (tools)

The researcher used the following instruments (tools) to collect information:

Questionnaires: This was used to collect data. There was questionnaires for teachers, pupils to get relevant information about the topic.

Interview guide: The researcher constructed an interview guide for key informants. Respondents like Headteachers, DEO, DIS were interviewed using the interview guide.

Observation checklist: This tool was used by the researcher to check on important items relevant to the topic. He was ticking those items. This item directly or indirectly affects performance. He used his eyes to confirm those items.

Focus Group Discussion (FGDs): This tool was used to gather opinion of the local community about the topic. This was so because most of the community contribute towards performance of UPE and the researcher drew relevant conclusion basing on their discussion.

3.6 Procedures for Data Collection:

Upon submission of the approved research proposal to the supervisor, an introductory letter from Kampala International University, was issued and submitted to the Chief Administrative Officer (CAO). Another letter was got from the CAO office which introduced the researcher to the field.

3.7 Data analysis

Data was first collected, and presented by use of the tables, graphs, pie chart and interview report. The data was expressed in terms of percentages. This helped to summarize large amount of data and save time. The use of graphs (pie charts) and tables will clearly interpret large data and simplify the findings to the beneficiaries.

3.8 Data Reliability and Validity

The researcher pre tested the instrument in Acoto parish where results got was compared with the information got from the main study Kachung parish. This was done to ensure reliability of the study.

3.9 Ethical consideration

The researcher observed all possible ethical conduct. Respondents was assured of confidentiality of the information and where demanded – anonymity was observed.

CHAPTER FOUR

DATA REPRESENTATION ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, the researcher intends to describe and make comparison on responses given by various respondents. As stated in the previous chapter, the respondents for this research comprised of the following:

When asked about UPE policy on automatic promotion,

Automatic promotion of pupils in the district had led to but not limited to the following:

Laziness among pupils. Pupils would not concentrate in class since they were all to pass to the next class. Laziness among teachers. Teachers would not bother to help the weak learners as they would be promoted to the next class.

Pupils absenteeism. Even pupils ever absent and had not learnt much were given chance to pass to the next class. Failure to revise content learnt from school. This narrowed the attainment level of the learners since those who revised class work and those who don't were all to pass to the next class under automatic promotion, a policy under UPE programme.

Instructional materials were not enough to facilitate UPE programme. This was caused by prices being high and the government provided few like wall charts, text books. Parent's contribution to subsidize instructional materials in order to facilitate UPE programme is not there.

Due to poor storage facilities in some schools, instructional materials were destroyed by termites or stolen, hence resulting to nothing or inadequacy of instructional materials.

Responses of the district Inspector of Schools concerning the response of parents and local community towards UPE policy:

The parents had relaxed from their roles and responsibilities. They believed that possibly the government was to provide everything to their children to learn. For example lunch, school fees, uniform and medical care. Even the teachers had registered high turnout. Most teachers recruited worked for sometimes and either transfer their service elsewhere or leave their profession for better paid jobs.

As to whether parents fully support UPE policy:

Most parents do not support fully UPE policy. Their contribution was to welcome UPE policy by sending their children to school. But most parents feel the government was to provide lunch, uniform, exercise books among others to their children under UPE policy.

Responses of the District Inspector of Schools concerning advice to stakeholders to achieve UPE policy:

The local community should be involved in the welfare of children and teachers.

Education department should intensify on classroom supervision of teachers if UPE policies were to be realized. Even Head teachers were to carry out support supervision in order to provide quality education.

Refresher courses was to be conducted in order to update, refresh teachers on some new innovations like curriculum review and implementation. Non Governmental Organizations was to be encouraged to support UPE policy among others.

Teachers needed to be encouraged to go for upgrading (further studies) so as to develop their skills which eventually would have positive impact in UPE policy.

Responses of the Headteachers concerning the extent to which UPE policy helped their school:

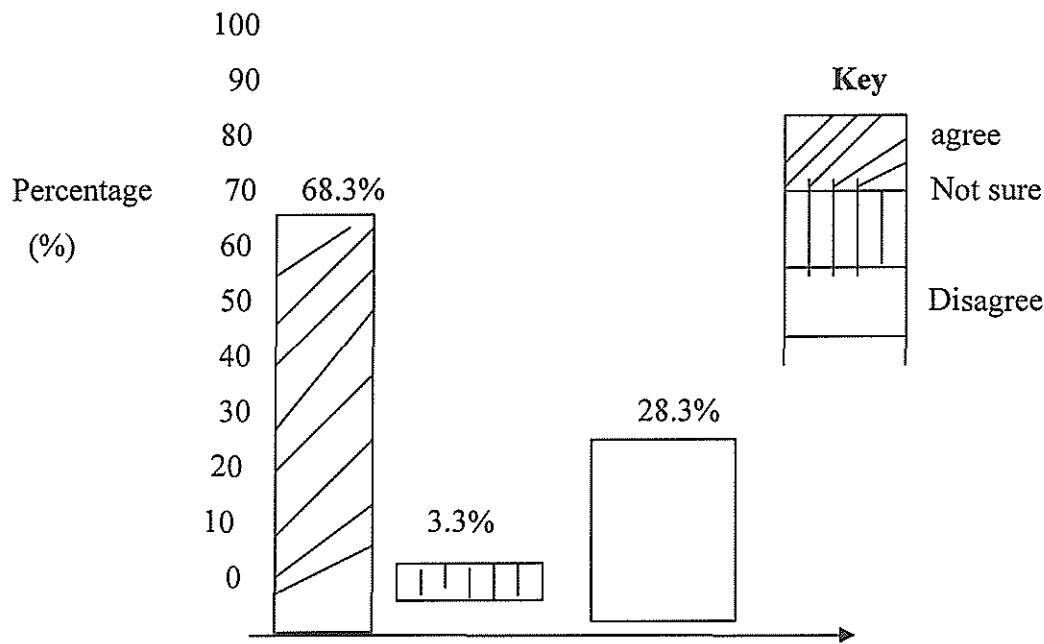
UPE policy increased enrolment in their schools. This was due to nonpayment of tuition fee. It attracted most pupils to learn. The government provided instructional materials like text books, abacus, wall charts. It had facilitated learning.

UPE grants were being given to all schools under government. This helped in buying chalks, supplementary readers, fun activities like games and sports. The government had built classroom blocks in all schools in the sub county and district at large. This provided security as learners learn at school.

Textbooks were provided by the government. At least learners had access to reading materials. But this did not help the learners since they rarely use these materials, thus affecting their performance.

On automatic promotion

Automatic promotion was not good. Pupils work reluctantly without concentrating in classwork. As a result of automatic promotion, there was much failure by learners as concentration was less.

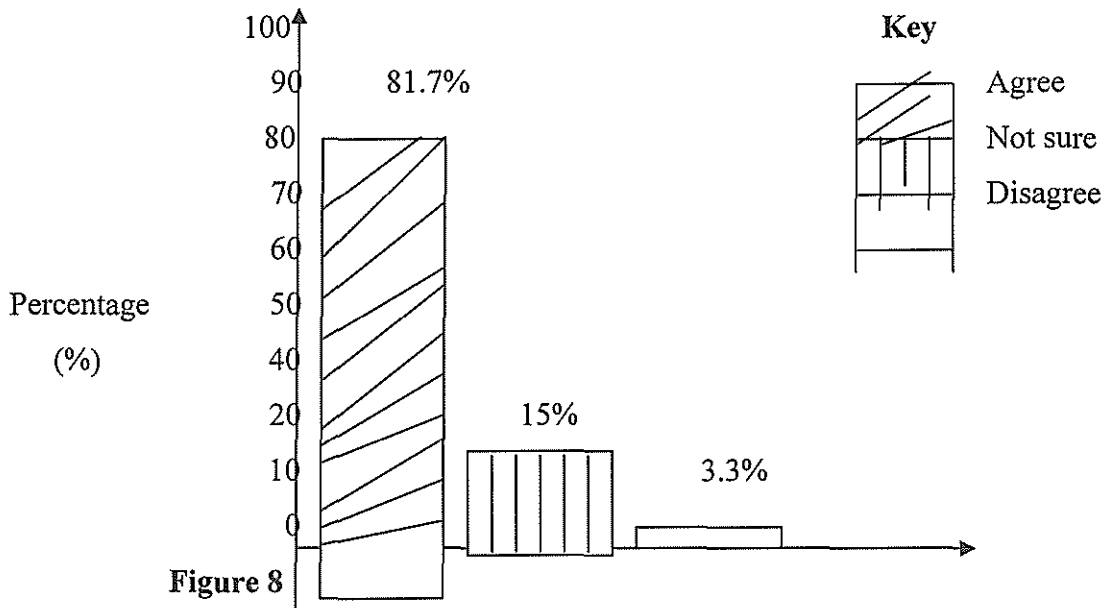


From the above figure 68.3 percent of the teachers agreed with the statement, 28.3 percent disagreed with the statement while 3.3 percent were not sure. It can therefore be resolved that hunger automatic promotion significantly affect academic performance of pupils in Dokolo district.

Most parents had relaxed on the account that their children were to always pass to the next class. On the other hand there was also relaxation by some teachers since all learners were to be promoted to the next class as UPE policy states. While some learners were not able to clearly write their names. This indicated low level of illiteracy and numeracy.

Worse still, during PLE, most candidates failed and drop out of school since their education never prepared them to pass or earn a living. Under automatic promotion, the slow learners were not catered for since there were individual differences.

Responses of Headteachers whether they had enough instructional materials at school:



Most Headteachers expressed that their schools had not enough instructional materials. Only one school in the sample area of study had enough instructional materials at school. Most schools had teacher – pupil ratio of 1:70+. This indicated unfriendly ration. This was caused by increase enrolment of learners in schools. Few schools had teachers – pupil ratio of 1:55 and below the standard ratio approved by the government.

Table 4

Responses of Headteachers concerning the attitude of the community towards UPE policy:

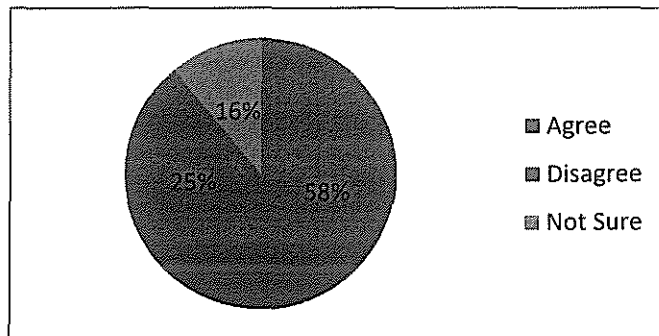
Category	Tally	F	Percentage (%)
G	//// //	08	66.6
B	////	04	33.3
Total		12	100%

Key: Community attitude:-

G: Good

B: Bad

The interpretation of responses by Headteachers shows that out of the twelve (12) schools sampled, 67% of the community's attitude was good towards UPE policy. The other 33% of the community had a bad attitude towards UPE government policy.



Responses of the Headteachers whether pupils take lunch and breakfast:

Category	F	Percentage (%)
L	07	58.3%
B	03	25%
LB	02	16.6%
Total	12	100%

Key:

L: some lunch

B: some breakfast

LB: lunch and breakfast

From the table above, out of the twelve schools sampled, seven provided lunch at school. This represents 58.3% and is represented by blue color.

Three schools registered pupils taking breakfast and this represents 25%(red).

While only two schools provided lunch and breakfast to the learners, hence representing 16.6%(green). It should be noted that even in schools where meals (lunch and breakfast) were provided, not all learners had access to them with exception of schools getting food supplies from NGOs.

Responses of Headteachers concerning the numbers of subject periods taught by each teacher in a week:

Most teachers taught 40 (forty) periods per week as recommended by the curriculum. In schools where teachers were few, some teachers taught forty three (43) periods a week.

Table 6:

Responses of head teacher whether they get UPE funds in time:

Category	Tally	F	Percentage
Y	////	04	33.33%
N	///// ///	08	66.66%
Total		12	100%

Key: Y - yes

N - no

From the above data, four schools get UPE funds in time. This represented 33.33%. Eight schools did not get UPE funds in time. This represented 66.66%.

Responses of Headteachers comments on UPE funds:

All the Headteachers of the twelve (12) schools sampled complaining that UPE funds was not enough and need to be revised. This indicated 100% of the responses.

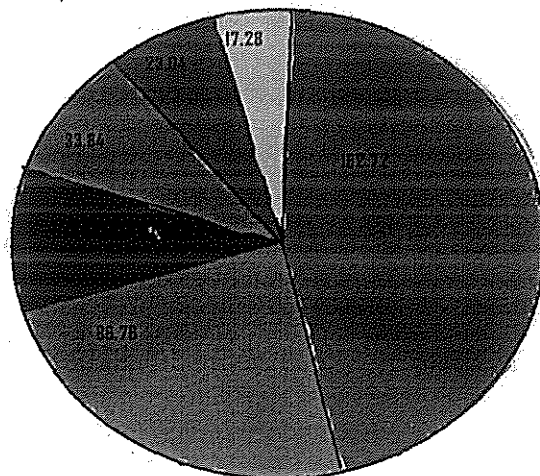
Table 7:

Responses of Headteachers whether their teachers were motivated towards work:

Category	F	Percentage (%)
Y	06	50%
N	02	16.6%
V.O	04	33.3%
Total	12	100%

From the table above, six headteachers said that their teachers were motivated towards their work. This represented 50%. While two Headteachers said that their teachers were not motivated towards work. This represented 16.6%. On the other, four Headteachers said that their teachers were motivated verbally only. This category represented 33.3%.

Pie chart showing PLE result for selected schools in Dokolo municipality from 2015 – 2016.



4.2.3 Responses from Classroom teachers on automatic promotion and performance:

Table 10:

Category	F	Percentage
Agree	01	2.5%
Not sure	00	00%
Disagree	39	97.5%
TOTAL	40	100%

Interpretation of the information is as follows:

Two point five percent (2.5%) of the teachers said that automatic promotion was good.

None of the teachers was sure this represented 0% (zero percent)

While 97.5% of the respondents said that automatic promotion was not good.

Responses from teachers whether most pupils get good marks:

Twenty five percent (25%) of the teachers said that most pupils get good marks.

Twelve point five percent (12.5%) of the teachers said that they were not sure whether pupils get good marks. While sixty two point five percent (62.5%) of the teachers said that most pupils get good marks.

Table 11

Teachers responses whether most pupils pass P.L.E:

Category	F	Percentage
Agree	15	37.5%
Not sure	09	22.5%
Disagree	16	40%
TOTAL	40	100%

Interpretation:

Thirty seven point five percent (37.5%) of the teachers said that pupils passed PLE

Twenty two point five percent (22.5%) of the teachers were not sure.

While forty percent (40%) of the teachers said pupils did not pass PLE.

Instructional materials and performance:

Table 12:

Teachers response whether their school had enough instructional materials:

Category	F	Percentage
Agree	06	15%
Not sure	03	7.5%
Disagree	31	77.5%
TOTAL	40	100%

Here, 15% of the teachers agreed that they had enough instructional materials in their schools. Seven point five (7.5%) percent were not sure whether their school had enough instructional materials. While seventy seven point five percent (77.5%) of the teachers said their schools had not enough instructional materials.

Table 13

Teachers responses concerning their children accessing text books:

Category	Tally	F	Percentage
Agree	//// // // //// //	23	57.5%
Not sure	//// /	06	15%
Disagree	//// // // /	11	27.5%
TOTAL		40	100%

Interpretation:

Fifty seven point five percent (57.5%) of the teachers accepted that their children access text books. While fifteen percent (15%) of the teachers were not sure whether their children access text books. Twenty seven point five percent (27.5%) disagreed that their children did not access text books.

Table 14

Teachers response whether headteacher bought most instructional materials:

Category	Tally	F	percentage
Agree	//// // //	24	60%
Not sure	///	04	10%
Disagree	//// // //	02	30%
TOTAL		40	100%

The findings for the above information was as follows:

Sixty percent (60%) of the teachers said that their Headteachers bought most instructional materials. Ten percent (10%) of the teachers were not sure whether their Headteachers bought most instructional materials. While thirty percent (30%) of the teachers said that their Headteachers did not buy most instructional materials.

Sensitization and performance:

Table 16:

Responses of teachers whether the community was sensitized about UPE policy:

Category	F	Percentage (%)
Agree	22	55%
Not sure	04	10%
Disagree	14	35%
TOTAL	40	100%

Interpretation of teachers responses were as follows:

Fifty five percent (55%) of the teachers said that the community was sensitized about UPE policy. Ten percent (10%) of the teachers were not sure whether the community was sensitized about UPE policy. While thirty five percent (35%) said the community were not sensitized.

Table 16**Responses by teachers whether few children drop from school:**

Category	F	Percentage (%)
Agree	30	75%
Not sure	00	00%
Disagree	10	25%
TOTAL	40	100%

Seventy five percent (75%) of the teachers said that few children drop from school. None of the teachers was not sure whether few children drop from school. This was 0%. Twenty five percent (25%) of the teachers disagreed. They said many children drop out of school.

Table 17:**Responses of the teachers concerning all pupils taking meals at school:**

Category	F	Percentage
Agree	07	17.5%
Not sure	00	00%
Disagree	33	82.5%
TOTAL	40	100%

Seventeen point five percent (17.5%) of the teachers said that all pupils take meals at school.

None of the teachers was not sure whether all pupils take meals at school.

While eighty two point five percent (82.5%) of the teachers said not all pupils take meals at school.

Workload of teachers and performance table 18**Teachers response whether teacher – pupil ratio was good:**

Category	F	Percentage
Agree	07	17.5%
Not sure	02	05%
Disagree	31	77.5%
TOTAL	40	100%

Seventeen point five percent (17.5%) of the teachers(respondents) said that the teacher – pupil ratio was good. Five percent (05%) of the respondents were not sure whether the teacher – pupil ratio was good. While seventy seven point five percent (77.5%) of the respondents said that the teacher – pupil ratio was not good.

Table 19:

Teachers responses whether their staff ceiling was good:

Category	F	Percentage (%)
Agree	01	2.5%
Not sure	03	7.5%
Disagree	36	90%
TOTAL	40	100%

Two point five percent (2.5%) of the teachers said that their staff ceiling was good. While seven point five percent (7.5%) of the teachers asked said they were not sure. Ninety percent (90%) of the teachers reported that their staff ceiling was not good.

Table 20

Teachers responses whether they were happy with work periods:

Category	F	Percentage
Agree	05	12.5%
Not sure	00	00%
Disagree	35%	87.5%
TOTAL	40	100%

Twelve point five percent (12.5%) of the respondents were happy with their work periods. None was not sure. This registered 0% .While eighty seven point five percent (87.5%) said that they were not happy with their work periods.

4.2.4 Responses From The Pupils

Pupils responses on automatic promotion and performance

Table 22

Pupils responses concerning repeating their class

Category	F	Percentage
Agree	105	62.1%
Not sure	0	00%
Disagree	64	37.8%
TOTAL	169	100%

Sixty two point one percent (62.1%) of the pupils said that they were not repeating their classes.

None of the pupils was not sure of repeating their classes, hence 00%. While thirty seven point eight percent (37.8%) of the pupils disagreed. They accepted to be repeating their classes.

Pupils responses whether their parents were happy with their result:

Fourty eight point five percent (48.5%) of the pupils said that their parents were happy with their results. While six point five percent (6.5%) of the pupils said they were not sure whether their parents were happy with their results.

Pupils responses on instructional materials and performance:

Table 24

Pupils responses concerning teachers using learning aids in lessons:

Category	F	Percentage
Agree	92	54.4%
Not sure	20	11.8%
Disagree	57	33.7%
TOTAL	169	100%

Fifty four point four percent (54.4%) of the respondents said that their teachers used teaching learning aids during lessons. While eleven point eight percent (11.8%) where not sure. This

represents twenty pupils. On the other hand, thirty three point seven percent (33.7%) of the pupils said that their teachers did not use the learning aids in lessons.

Pupils responses concerning each of them getting text books:

Category	F	Percentage
Agree	48	28.4%
Not sure	15	8.87%
Disagree	106	62.7%
TOTAL	169	100%

From the above information it is clear that twenty eight point four percent (28.4%) of the pupils said that each of them get text books for reading. While eight point seven percent said they were not sure of getting text books. Sixty two point seven percent (62.7%) of the pupils said that each one of them do not get text books.

Pupils responses concerning charts put up in their classes:

Category	F	Percentage
Agree	113	66.86%
Not sure	21	12.42%
Disagree	35	20.71%
TOTAL	169	100%

Sixty six point eight six percent (66.86%) of the respondents said that charts were put up in the classes. While twelve point four two percent (12.42%) said that they were not sure whether charts were put up in their classes. Yet twenty point seven one percent (20.71%) of the pupils said that charts were not put up in their classes.

Pupils responses whether they did regular tests and homework:

Category	F	Percentage
Agree	107	63.31%
Not sure	10	5.91%
Disagree	52	30.76%
TOTAL	169	100%

From the above information, sixty three point three one percent (63.31%) of the respondents said that they did regular tests and home work. While five point nine one percent (5.91%) were not sure of doing regular tests and home work. Yet thirty point seven six (30.76%) percent said that they did not do regular tests and homework.

Pupils responses concerning their exercise books being marked daily:

Category	F	Percentage
Agree	154	91.12%
Not sure	15	8.87%
Disagree	00	0.0%
TOTAL	169	100%

From the data presented above the interpretation is represented as follows:

Ninety one point one two percent (91.12%) of the pupils said that their exercise books were marked daily. Eight point eight seven percent (8.87%) of the pupils were not sure if their books were marked. While none of the pupils said that their exercise books were not marked daily.

Responses From The Parents (Community):

The teacher – pupil ratio was big in most schools. This was caused by increased enrollment in primary schools as UPE was introduced. As a result of many pupils in school, there was a challenge of few teachers. This was also as a result of some teachers transferring their services to other districts. Since teachers were few, there was a challenge of overload of teachers. Most teachers teach many periods. This enable them not to cover the curriculum.

There was the problem of inadequate text books. Most schools had a few text books yet pupils were many. Pupils share text books in the ratio of 1:5.Late coming of pupils and some teachers. This was caused by lack of accommodation for some teachers who operate long distances to school. Some pupils also come from far distances. In addition, some parents neglect pupils at home. They don't bother sending children to school as they gave them work to do at home. More

so, some pupils did not take lunch at school. This was due to either poverty or negligence and ignorance.

Absenteeism was also common in most schools studied. This was due to domestic work given to children at home, or sickness like HIV and AIDS and others. Dropout of schools by some pupils. This was also caused by domestic violence, parents neglect and illness of learners. There was also the problem of few classrooms. As there was increased enrolment, the government did not continue to expand classrooms. In a class for example was accommodating 100 pupils and above. Even the teachers quarters was not enough, very few schools had staff houses. Most teachers rented houses from some trading centers or villages far from the schools. This created late coming on the teachers side.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

This research has revealed some challenges of UPE policies and its performance . The challenges

include but not limited to the following:

The research proved that few candidates passed in division one for the last five years with 4.8%. While In the last five years, 45.2% obtained division two. In division three 24.1% was realized still in the last five years. Division four registered 9.8 during the last five years. In addition, 6.4% obtained division U while division X for the last five years registered 9.4%.

The investigator was moved basing on his findings that good performance of UPE schools which is seen during PLE results calls for a lot of commitments among such include the following:-

- a) Good administration, planning and management by Headteachers.
- b) Co-operation of the District Education Officer, District Inspectorate with Headteachers.
- c) Availability of all the required scholastic materials in school.
- d) Co-operation from parents, local government, civil society, NGOs, religious bodies and political wing.
- e) Learning from the best performing school in primary leaving examinations. Such schools can be within the district or outside the district like Kampala, Jinja, Mukono to mention but a few.

5.2 RECOMMENDATIONS

According to Anger et al (1973), "Research is conducted in education because education itself is a process which continues to grow like the total amount of knowledge pertaining to any other science. Secondly, education being co-extensive with life and closely related to social change is in need of constant revision if it is to be appropriate and effective, thirdly the making and implementation of educational policy should be based on sound

philosophical, sociological, psychological, administrative and economic principles without which entire populations through their governments could be led into faulty and unrealistic long range projects". For education to bear positive result in Dokolo district and Uganda at large, the researcher feel obliged to forward the recommendations below:-

- a) The education Ministry together with all cadres of the educational administrators should devise ways to ensure that teachers get committed to their work. For example, increase in teachers' salaries and payment in time so that they get better condition of service and have positive attitudes towards their professionalism.
- b) The Ministry of Education plus other concerned bodies should furnish schools with adequate and most current text books and non-text book materials for easy learning. This will help every school to have a well stocked library for the learners.
- c) The inspectorate, Ministry of Education and sports, should frequently arrange for refresher courses for teachers at all level. Education is a continuous process therefore teachers need current information to update themselves. For example computer literacy for teachers.
- d) Education Department should intensify classroom supervision of teachers and the inspector of schools should be well qualified and be provided with good means of transport to help them reach all schools in their jurisdictions. The ministry of education should recruit more teachers in dokolo district to avoid teachers overload which eventually results in abscondment of duties.
- e) Good staffing should be done in teacher training colleges in Uganda which should in turn produce practical teachers with good knowledge, resourceful, creative and initiative.
- f) All head of primary schools should be subjected to courses in personnel management and financial management. This will help them be practical administrators and managers.

- g) The local community should be sensitized by local leaders, civil society, religious bodies and politicians. This will make the local community to be involved in the welfare of their children. The relationship between the school and the community should also be addressed.
- h) Teachers should also be encouraged to go for upgrading. For example going for Diploma and Degree programmes in holidays. This will improve on the quality of teachers so as UPE policy is not under estimated.
- i) The NGOs also should be encouraged to support schools with text books, lunch among others.
- j) The government policy on automatic promotion of learners need to be revised so that learners make steady progress in learning to avoid failures and dropouts.

5.3. To examine the effect of automatic promotion in the academic performance

According to the objective above, the researcher discovered that automatic promotion of pupils was not good. This denies a chance for a child to gain his/her abilities to learn. The learners are reluctant to read hard and revise contents given by the teachers bearing in mind that he/ she will be promoted to the next class. On the other side, some teachers may not put in more effort to cater for the learners individual differences. He/she may only concentrate on bright learners hence inequality in learning. In addition to that, parents may relax to fully support the learners to learn. Parents may fail to buy relevant text books to read at home knowing that all children will pass to the next class.

The results got above contradicts with Maslow (1954) which describes self actualization as a person's need to be and do what for which the child was born. He clearly says, even if all (the other) needs are satisfied, we may still often (if not always) expect that a discontent and restlessness will arrive unless the individual is doing what he or she, individually is fitted for. The information from Maslow above implies that under automatic promotion the learners talents are destroyed since they will not be developed by teachers. Therefore the government should allow weak pupils to repeat their classes.

5.4 To find out how lack of instructional material affects performance of pupils in Dokolo district.

In regards to the above objective, the researcher discovered that most schools do not have enough instructional materials. This had resulted to poor results in Agwata sub county and the district at large. As there was increased enrolment of pupils in schools, text books were few. The pupil ratio of the text books was 1.5. here pupils would not adequately read the text books since there is much struggling for it. More so, if the text books are not enough some learners may relax and dodge learning yet the United Nation charter article

26 of the Universal declaration of Human Rights maintains that, “everyone has a right to education.”

In addition, according to the conference on Universal Primary Education (UPE) at International Conference Center (1998) at Kampala, states the Ministry of Education was to provide instructional materials to schools in form of text books and teachers guide. In view of the above, the ministry of Education and Sports should provide all the instructional materials if UPE policies is to be achieved. Teachers and the school cannot get all the text books since they are expensive.

To assess the effect of lack of sensitization on the performance of pupils in Dokolo district. In regards to the above objective, the researcher discovered that nearly a half of the community were not sensitized on UPE policy. Therefore some parents still keep their children at home while others would want children to do domestic work during school days. These registered absenteeism of learners and such learners will always do poorly in class yet to make matters worse, they are promoted to the next class. Some pupils also drop out of schools due to defilement, early pregnancies etc.

On the other hand, some parents do not provide lunch for their pupils and uniforms. They believe that under UPE policies, the government was to provide all that is required for learners. The government therefore still has a task to sensitize the communities in particular upon their roles and responsibilities.

5.5 To findout the extent to which teachers overload affect the performance of

According to the objective above, the researcher discovered that most teachers were overloaded at work. There were too many pupils per class hence teacher – pupil ratio is high. More so, out of the teachers asked 87.5% were overloaded with work. This workload stated above is caused by over population of learners yet there were few teachers. Teachers teach more lessons, mark many books and get tired. This makes a teacher just work for survival but not rendering quality services. The teacher therefore cannot prepare for all lesson plans, learning aids, it becomes laborious. This is true in line with Madsen and Shafritz, in their book. “Essentials of Business Ethics”. (Penguin books, 1990) which explains that “Management mischief includes: illegal, unethical or questionable practices of individual managers or organizations as well as the causes of such behaviors and remedies to eradicate them”.

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Appendix (ii):

Work plan:

Activity	J	F	M	A	M	J	J	A	S	O	N	D
Identification of topic												
Proposal writing												
First draft presentation												
Second draft presentation												
Final												
Dissertation												
Final												

Questionnaires for teachers:

Instructions: tick appropriately.

Automatic promotion and performance

Statement	Agree	Not sure	Disagree
Automatic promotion is good			
Most pupils get good marks			
Most pupils pass P.L.E			

Instructional materials and performance

Statement	Agree	Not sure	Disagree
Your school has enough instructional materials			
Your child can access text books			
Head teacher buys most instructional materials			

Sensitization and performance

Statement	Agree	Not sure	Disagree
The community is sensitized about P.L.E			
Few children drop from school			
All pupils take meals at school			

Workload of teachers and performance

Statement	Agree	Not sure	Disagree
The teacher – pupil ratio is good (1:55)			
Your staff ceiling is good			
You are happy with work periods			

f) Questionnaires for the pupils:

Instructions: Tick appropriately

Automatic promotion and performance

Statement	Agree	Not sure	Disagree
You are not repeating your class			
Your parents are happy with your results			

Instructional materials and performance

Statement	Agree	Not sure	Disagree
Teachers use all learning aids needed in a lesson			
Each of you get text books			
Your class has charts put up			

Sensitization and performance

Statement	Agree	Not sure	Disagree
You take lunch at school			
Your school provides breakfast			
Your parents attend school meetings			

Workload of teachers and performance

Statement	Agree	Not sure	Disagree
Your teachers teach all subjects daily			
You do regular tests and home work			
Your exercise books are marked daily			

Appendix (iii):

Budget:

Activity	Unit	Quantity	Amount
Stationery	12.000	4	48.000
Fuel for motor cycle (transport)	12.000	7	84.000
Lunch/ refreshments	3.000	7	21.000
Contingency	-	-	15.000
TOTAL			168.300

