

THE CHALLENGES OF UNIVERSAL PRIMARY EDUCATION  
(UPE) IN REDUCTION OF ILLITERACY A CASE STUDY OF  
IRONGO SUBCOUNTY LUUKA DISTRICT

BY  
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## DECLARATION

I Tamuzadde Benon, sincerely declare that this research report is a product of my own effort, knowledge and self motivation and it has never been submitted to any university or institution of higher learning.

Sign  .....

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Date 20 / 9 / 11 .....

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## DEDICATION

This proposal is dedicated to my daughter Passionate Ssenkubuge plus all mothers and the civil servants in all districts of Uganda.

## AKNOWLEDGEMENT

I owe to thank all those who helped me throughout the season, without their effort I couldn't have completed my studies and the writing of this report. Special thanks go to Ms Taligola and Ms Edith Gwokyalya of Kampala international university whose Ideas have greatly shaped my personality.

Great thanks to Ms Allen Meeme for the love and financial support she extended to me in the course of my studies. I cannot forget my father Ms Fredrick Ssenkubuge and my mother Ms Jenifer Namusisi for tirelessly spending millions of shillings towards my academics.

Great indebtedness to my daughter Passionate Ssenkubuge for enduring to miss parental love while I was in field. I cannot forget the students' community of BANKOSA (Baganda Nkobazambogo Students Association) Kampala international university for the friendly environment they accorded to me right from the day I joined university.

**May the almighty reward you abundantly**

## ACRONYMS USED

UBOS	Uganda Bureau of Statistics
UPE	Universal Primary Education
UNDP	United Nations Development Program
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
GAIN	Global Alliance for Improved Nutrition
MDG	Millennium Development Goal
FTI	Fast Track Initiative
UNICEF	United Nations International Children's Emergency Funds
PEAP	Poverty Eradication Action Plan
PAF	Poverty Action Fund
MPED	Ministry of Planning and Economic Development
MoES	Ministry of Education and Sports
SMC	School Management Committee
PTA	Parent-Teacher Association

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## ABSTRACT

This research aimed at finding facts about Universal Primary Education (UPE) particularly addressing the challenges of UPE in the reduction of illiteracy. The objectives of the research were; to establish the obstacles that were hindering the implementation of UPE program in Irongo Sub County, To establish the effects of the method of teaching on learning, and To find out teacher pupil ratio and its effect on learning.

The research composed 150 respondents from six primary schools in Luuka District. Questionnaires were used to both teachers and Head Teachers of those particular schools. Interviews schedules were organized by the researcher where teachers were involved and pupils were also interviewed. Pupils were selected by the researcher to really find out through observation whether pupils under UPE program were achieving the need full

The findings were among others neglect of parents in the implementation of the program, late release of UPE funds, poor infrastructure in form of class rooms, high inadequate staff that can effectively implement the program, lack of lunch for pupils and teachers.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Nations have a task of building and improving education systems to meet the challenges of tomorrow. It is obvious that the world is undergoing profound scientific and technological revolutions. Countries must prepare their citizens to live and work in the world of tomorrow (UBOS Arua district 2000)

(Peaslee 1969) argued that economic growth can not begin in a country until at least 6% of the population is enrolled in primary school. Andrew G. Onoker in his book *social services in Nigeria*, defined education as a process by which every society attain, preserve, and upgrade the accumulated knowledge, skills, and attitudes in its cultural setting and heritage. Julius Nyerere in his book *education and information*, defined education as the transmission of knowledge from one generation to the next and accumulation of wisdom.

Literacy in Uganda is defined as the ability to read with understanding and to write meaningfully in any language. In Uganda, literacy is associated with formal education, reasons being that the majority of people learn how to read and write from school. (UBOS Arua district 2000) Universalization of education means that each individual should enroll in education and much of the costs are made by the government. In Uganda, Universal Primary Education (UPE) started in 1997. The earlier UPE policy was to enroll four children from a family: two Girls and two Boys and it had the effect of increasing girls' enrollment to about 50% of total enrolment, thus significantly reducing the gender parity gap. Currently however, the policy is for all children in the family to attend UPE.

In 1948 United Nations General Assembly adopted and proclaimed a resolution called “Universal Declaration of Human Right”. It focused on all spheres of human dignity and equal rights for all men and women. Education was considered a human right to education. Education shall be free at least in elementary and fundamental stage.

However, there are high rates of illiteracy among pupils living in luuka district to the extent that it later leads to poor performance in Primary Leaving Exams (PLE) since these pupils can not read and interpret what the questions are meaning.

Education is a critical path for gender equality and women’s empowerment (World Bank, 2001; UNDP, 1995). It increases women’s decision-making power by raising their exposure to and use of relevant information to improve their status at the family, community and societal levels. Previous research elsewhere (e.g., Koenig *et al.*, 2003; Sen. 1999)

## **1.2 Statement of the problem**

The 2025 vision for Uganda’s development formulated in 1997 incorporated a commitment to education as a development priority, giving rise to the education strategic investment plan (ESIP) 1997-2003 frame work (PEAP 2004/5-2007/8). Uganda introduced the Universal Primary Education program in 1997, however; there is poor performance among pupils enrolled in UPE in Luuka District despite the government commitment to facilitate primary education. One wonders whether they are poor methods of teaching, or other factors are responsible. This research aim at finding out facts that are hindering the transformation of the investment into quality services of Universal Primary Education in regular schools of Irongo sub county Luuka district.

### **1.3 Purpose of the study**

The purpose of the study was to establish challenges of Universal Primary Education in the reduction of illiteracy in Irongo sub county LUUKA district.

### **1.4 Specific objectives**

- To establish the obstacles that were hindering the implementation of UPE program in Irongo Sub County
- To establish the effects of the method of teaching on learning.
- To find out teacher pupil ratio and its effect on learning

### **1.5 Research Questions**

- What were the obstacles hindering the implementation of UPE program in Irongo sub county?
- What were the effects of the method of teaching on learning?
- What was the effect of teacher pupil ratio on learning?

### **1.6 scope of the study**

The study was carried out in Uganda, LUUKA district in the Sub County of Irongo. It included six public primary schools namely: Irongo primary school, Lambala primary school, Nakabaale primary school, Naimuli primary school, Kiwalazi primary school, and Kyanvuma Catholic primary school. The study covered literature related to Universal Primary Education, and it comprised of 25 members from each school, of which 20 were pupils, 4 class room teachers and a head teacher.

### **1.7 Significance of the study**

- It contributed to the researcher's fulfillment of the requirements for the award of bachelors Degree of Social Work and Social Administration.
- The policy makers and district administration would use the findings to sensitize parents, learners, and the general public on the importance of education as a way of trying to alleviate the problems in Irongo Sub County.
- It would be useful to other researchers, students and various academicians for future literature review.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the literature pertinent to the study drawn from past research findings, publications, and journals. All these were reviewed concomitantly to fill the gaps for the study at hand.

Randiki (2002) asserts that The United Nations World Conference on Education in Jomtien, Thailand in 1990 issued a declaration of “education for all” and recalled that access to education is a fundamental human right. Following the UN Millennium Summit in 2000, 189 nations resolved to focus their development efforts on eight goals, two of which are to achieve Universal Primary Education (UPE) for all children and to eliminate gender disparities in Education at all levels of schooling by 2015 (UN, 2000).

The literature is not exhaustive, as less research had so far been carried out on challenges facing Universal Primary Education (UPE) on the reduction of illiteracy in regular schools in Irongo Sub County.

#### **2.1 Challenges to the implementation of UPE program**

##### **2.1.1 The Universal Primary Education Policy and its Implementation**

In 1977, the Ugandan government launched a 20-year Poverty Eradication Action Plan (PEAP) and Poverty Action Fund (PAF), where primary education is a central component of the strategies to eliminate poverty by 2020 (Ministry of Planning and Economic Development [MPED] 1997). In the same year, the government consequently introduced the UPE project aimed at providing full tuition to four children per household (Ministry of Education and Sports [MoES] 1998). To emphasize the role of primary education in poverty eradication, the government identified UPE as one of the key sectors to benefit from the PAF.

Through a capitation grant, PAF enables UPE to improve equitable access to basic education by removing the burden of paying school fees, and enhancing the quality of primary education by providing schools with resources necessary to run them (MoES 2002). One of the management assumptions that UPE makes is the active participation in administration of the scheme by the community that each primary school serves. For instance, such community is directly charged with the following:

- Contributing towards construction of schools buildings by providing local materials such as bricks, stones, sand, water and labour;
- Encouraging members to send children to school and support pupils once in school to ensure that they remain there;
- Contributing towards the security and safety of school children and the school plant;
- Contributing ideas, time and energy towards the improvement of the teaching and learning programs;
- Providing positive discipline for school children both within and outside the school;
- Monitoring school personnel regarding the use of positive discipline measures;
- Ensuring that the resources for education held by the VCIII is used to improve the teaching and learning programs of the schools;
- Ensuring that the school makes full use of the expertise and resources of the Core Primary Teachers' Colleges, especially that of the coordinating Centre Tutor serving the school;
- Participating in community mobilisation activities that support improved pupil learning at home and at school;
- Providing safe water sources, stores, office and staffroom signposts, and recreational facilities; and

- Being actively involved in sanitation promotion programmes of their school.

UPE describes the relevant community as composed of at least three entities (MoES 1998). The first is the School Management Committee (SMC), which is a group of local opinion leaders selected to represent the government in each school. The SMC acts as a form of Board of Directors charged with monitoring the school administration with special reference to government policy. The second one is the Parent-Teacher Association (PTA) which is a community based association formed on a voluntary basis to provide a formal and organized voice representing members of the community whose children attend a particular primary school. The third, more loosely defined, is everyone else whose civic and non-civic actions could impact on the children and teachers of the school.

### **2.1.2 Challenges facing UPE**

#### **Misallocation, misappropriation, and misunderstanding**

The implementation of the Universal Primary Education Policy in Uganda has faced many challenges. They range from inadequate infrastructure, irresponsible attitudes of some key stakeholders, misallocation and misappropriation of funds and materials, and misconceptions about the policy. (Esther Mukyala, *New Vision*)

#### **Inadequate physical facilities**

Notwithstanding government commitment and donor support, input ratios for textbooks, classrooms, chairs and desks suffered with the introduction of UPE. Although the Ministry of Education has embarked on a drive to build more schools and provide instructional materials and community based construction has also contributed to achieving much higher classroom numbers than centralized

construction methods had, there is still congestion. In some areas, classes are conducted under mango trees.

Though a number of new schools have been built, they still inadequate to accommodate the increasing number of school children. Counterpart funds from the Local government are not released on time; hence six months infrastructure projects are usually completed after two years. Local government officials also divert some building materials meant for specific projects. There are still number of schools that need to be rehabilitated and the government has limited funding. Another constraint that Uganda faces in the implementation of primary education policy is the lack of sufficient funding to build schools at the reach of every child of school going age and thus, the poorer localities are left out. In addition, progress is leaving girls and the poorest, including working children behind. Although the government has declared free primary education in the government primary schools, these schools are not built in the poorest areas of the country and that means the gap between the rural and urban areas in terms of education opportunities continues to widen. (Esther Mukyala, *New Vision*)

### **Compromised quality of education**

With massive numbers of pupils enrolled without commensurate expansion of facilities, increased number of teachers, and adequate teaching and learning materials, the quality of education has been compromised. For instance, pupil-teacher ratio rose from 40, pre- UPE to 60 in 1999, while pupil classroom ratio jumped from 85 to 145 over the same period. Though it has dramatically improved, the situation remains far from ideal.

Again, although direct evidence on learning is scanty, the available evidence gives cause for concern. For instance in tests administered to national random samples of primary three pupils, the number of pupils who achieved a satisfactory score

declined from 48% from 1996 to 31% in 1999 on the mathematics test, and from 92% to 56% on the English oral test. (Esther Mukyala, *New Vision*)

### **Repetition and dropout rates**

Repetition rates at the primary level appear to have declined significantly for both boys and girls. That is 17% before UPE and 9% after UPE. However, an automatic promotion policy, which was put in place, was only partially observed. Latest data on drop out rates show similar trends for both boys and girls through grade 4.

There are still some children who are yet to attend school for the first time. Some children also drop out of school. There is a troubling combination of causative factors.

These include poverty, social problems, child labor (especially in the informal sector), and lack of schools and teachers in some rural areas.

### **Negative attitudes and consequent apathy**

Another major challenge to implementation of UPE is the incapacity of primary stakeholders to support their children with school requirements. Some parents are not providing their children with basic school needs such as uniforms, exercise books, pen/pencil, shoes and bags. This case is even more serious in the case of the girl child. Some parents would not even pay levies for school improvement until their wards are sent home from school. This is a result of the misconception people have about the policy, having the view that the government must provide even uniforms and pen/pencils for their wards.

Inter-tribal wars, political instability and cultural attitudes are also among the main contributory obstacles to increase and retain school enrolment rates in some localities in the countries under study.

## **2.2 Effects of the method of teaching on learning**

In the last 30 or 40 years, a number of educators have proposed that teaching would be more effective if faculty members took account of differences in students' learning styles. A number of different conceptions of learning styles have been proposed, each with some plausibility. Probably the most widely accepted and best validated is Marton (1976a,b) "deep processors" vs. "surface processors" based upon the levels of processing theory developed by Craik and Lockhart (1972). Deep processors think about the author's purpose and relate a reading assignment to prior knowledge; surface processors read with little thought. Another well validated style is "field dependent" vs. "field independent" (Witkin and Goodenough, 1981). In addition to these, there are also ten or twelve less well validated attempts to describe differing styles of learning. Probably the most over-generalized and misused has been "right-brain dominant" vs. "left-brain dominant."

Teachers and their curriculum go hand in hand towards the student's education. A teacher's pedagogy and curriculum influences and affects a child's education and even achievement. For example, if the teacher's pedagogy is "direct instruction" often times the students are forced to be passive and are not interacting with the material (Paris, October 12, 2005). Also with direct instruction, the teacher is teaching at one level, and not attending to students who may be slower or faster than the "average" student in the class (Paris, October 12, 2005). Direct instruction also uses traditional pedagogy. This includes testing learning with the standard multiple choice test; where students only have to spit the information back out. They do not have to truly understand the material. This type of instruction and testing has trouble keeping students active with the material and motivated to legitimately learn the material. They quickly lose interest in learning unless there is another motivating force (extrinsic or intrinsic) at work. Another pedagogical approach is "student-centered instruction." With this type of

instruction, the student is actively participating in the lesson and its concepts. The students themselves are directing the learning experience. This can be accomplished through discovery learning; where students learn science and math concepts through experiments (Slavin, 2006). In theory, when the student is actively involved in the learning process, they will be more motivated to learn because they are active in cognitively engaging the material. If the student is included into the learning process, the material is and should be more interesting to them.

Intrinsic and extrinsic motivation is also important for a student. Intrinsic motivation can be thought of coming from within the child. The student has a personal drive and yearning to learn a new math concept, for instance. Extrinsic motivation on the other hand comes from an external source. A student may be motivated to study and pass his next math test because he wants to be able to go on a field trip with his fellow peers, and he cannot go unless he does so (Slavin, 2006).

### **2.3 Teacher pupil ratio and its effect on learning**

**Student-teacher ratio** refers to the number of teachers in a school or university with respect to the number of students who attend the institution. For example, a student-teacher ratio of 10:1 indicates that there are 10 students for every one teacher. The term can also be reversed to create a teacher-student ratio. In the previous example, the teacher-student ratio would be 1:10

A low student-teacher ratio is often used as a selling point to those choosing schools for tertiary education. On the other hand, high student-teacher ratio is often cited for criticizing proportionately under funded ` schools or school systems, or as evidence of the need for legislative change or more funding for education.

In the United States, some states have enacted legislation mandating a maximum student-teacher ratio for specific grade levels, particularly kindergarten. When such figures are stated for schools, they often represent averages (means) and thus are vulnerable to skewing. For example, figures may be biased as follows: if one classroom has a 30:1 ratio and another has a 10:1 ratio, the school could thus claim to have a 20:1 ratio overall. In some cases Child care management software may be used to help monitor student-teacher ratios.

In schools, such ratios are indicative of possible staff changes. If the student-teacher ratio is 50:1, the school will probably consider hiring a few teachers. If the ratio is very low, classes could be combined and teachers fired. In extreme cases, the school may close, due to its apparent redundancy.

Classes with too many students are often disrupting to education. Also, too many students in a class results in a diverse field of students, with varying degrees of learning ability and information uptake. Consequently, the class will spend time for less academic students to assimilate the information, when that time could be better spent progressing through the curriculum. In this way, student-teacher ratios are compelling arguments for advanced or honors classes. The issue of students' ability to work effectively in groups (as opposed to time-waste and chatting) and peer-teaching is a complex and controversial issue.

### **3.2.1 Current Efforts**

#### **Global Campaign for Education**

This organization promotes education as a basic human right. It motivates people and groups to put public pressure on governments and the international community in order to assure that all children are provided with free, compulsory public education. It brings together major NGOs and Teachers Unions in over 120 countries to work in solidarity towards their vision of universal primary education.

### **Right to Education Project**

The Right to Education Project aims to promote social mobilization and legal accountability, looking to focus on the legal challenges to the right to education. To ensure continued relevance and engagement with activists and the academic community the Project also undertakes comparative research to advance an understanding of the right to education.

### **UNICEF**

UNICEF believes that in treating education as a basic human right, it will address the basic inequalities in our society, especially gender inequalities. It focuses on the most disadvantaged children through a range of innovative programs and initiatives. In working with local, national and international partners, UNICEF's work is contributing to the realization of the 2nd millennium development goal by 2015.

### **Oxfam International**

This organization is a confederation of 12 organizations that are dedicated to reducing poverty and eliminating injustices in the world. Oxfam works on a grassroots level in countries around the world to ensure that all people have access to the basic human rights, including education.

### **Save the Children**

This organization advocates education as a way for individuals to escape poverty. They are running a campaign entitled "Rewrite the Future" to encouraging American citizens, in positions of power and wealth, to take action against the injustices in education systems around the world. Save the Children also operates education programs in 30 countries all over the world.

**Peace Corps**

This United States government organization has volunteers on the ground in 75 countries. Many of the volunteers are working as teachers in rural areas or working to promote and improve access to education in the areas in which they are stationed.

**United Nations Educational Scientific and Cultural Organization**

UNESCO works to improve education through projects, advice, capacity-building and networking. UNESCO's Education for All Campaign by 2015 is the driving force in UNESCO's work in the field of education at the moment.

**World Bank**

This organization provides financial and technical assistance to developing countries. Loans and grants from the World Bank provide much of the funding for educational projects around the world, including but not limited to school feeding programs.

**World Food Program**

This organization provides food relief in areas that need it most and is one of the major funders of school feeding programs.

**Food and Agriculture Organization of the United Nations**

This organization runs a campaign entitled Education for Rural People in which they work to ensure education for rural people as the key to reduction of poverty, food security and sustainable development.

**Global Alliance for Improved Nutrition (GAIN)**

This organization is a hub for organizations committed to ending vitamin and mineral deficiencies. GAIN works with other international organizations,

governments and the private sector to implement large-scale food fortification programs as well as targeted ones including school feeding projects aimed at the most at risk of malnutrition.

### **Fast Track Initiative (FTI)**

The Fast Track Initiative (FTI) was launched in 2002. It was designed as a major initiative to help countries achieve the Millennium Development Goal (MDG) of Universal Primary Education (UPE) by 2015. It was endorsed by the Development Committee of the World Bank as a 'process that would provide quick and incremental technical and financial support to countries that have policies but are not on track to attain Universal Primary Completion by 2015' (World Bank Development Committee, 2003a)

In summary, literature reviewed has shown that views people have about access to primary education. Articles have been written and reports have been presented in seminars and workshops at various levels. We have also noted that the government and other education providers have provided funds to enhance access to primary education.

Despite all developments, still a huge number of children are at home complicating the idea of providing UPE. There is no evidence in the review of literature articulating the constraint to access to education. This are has been given no attention and therefore, there is a gap that requires to be filled providing relevant information.

This is the reason why I have decided to study on the constraints of UPE to the reduction of illiteracy. Knowledge obtained will provide relevant information to fill the gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methods that were used in carrying out the study. It highlights the methods and techniques of data collection and analysis, area of study, study population, and among others.

#### **3.1 Research design**

The researcher used both quantitative and qualitative designs which involved collecting of data using special prepared questionnaires which were directed to the targeted group. The data was tabulated, graphed and analyzed using statistical methods to arrive at valid and sound information.

#### **3.2 Area of the study**

The study was carried out in Irongo Sub County in Luuka district. The area was chosen because it would always register the lowest grades in Primary Living Examinations (PLE). This meant that various views of respondents towards challenges of universal primary education in the reduction of illiteracy were important. Secondly, the area was also familiar to the researcher.

#### **3.3 Study population**

The population to study was heterogeneous. It consisted of teachers, children and head teachers. The choice of the teachers depended on the fact that they are the ones directly involved in teaching the children they know the challenges the program face, their attitudes and perception towards UPE was vital. And children are selected as a special interest group, the head teachers were selected because they are the technical head of the schools so any other information from them was very important for the study.

### 3.4 Sampling procedure

The study took a total of 150 respondents, taking 25 from each of the six selected schools as shown on the table below;

**Table 1: Showing sampling procedure**

Categories of respondents	sample	Sampling method
Pupils	120	Simple random sampling
Teachers	24	Simple random sampling
Head Teachers	6	Purposive sampling
<b>Total</b>	<b>150</b>	

### 3.5 Research instruments

The researcher used questionnaires for pupils, teachers, and head teachers, interviews, plus observation.

#### 3.5.1 Questionnaire

This involved the use of written down items to which the respondents individually responded in writing. The items were in form of statements or questions. Questions were planned and could be always modified and adopted. It was referred so because most of the data required was from various categories.

In addition, they are less costly to use and can cover wide area in a short time.

#### 3.5.2 Interview

This involves the oral and vocal questioning techniques or discussion. The techniques involve face to face interaction between individuals leading to self response. Responses from the interviews are recorded and analyzed. It was advantageous because it was quite flexible, adoptable, and could be used on many people. Information could be obtained in detail and well explained.

### **3.5.3 Observation**

Observation has many advantages which include avoiding report bias from some one else. Overcoming language barriers and observing the naturalistic behavior and it can be carried out any time.

### **3.6 Ethical consideration**

Before proceeding to collect data, the researcher obtained an official letter of introduction from Kampala International University, Faculty of social sciences to the district education officer of that particular district.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

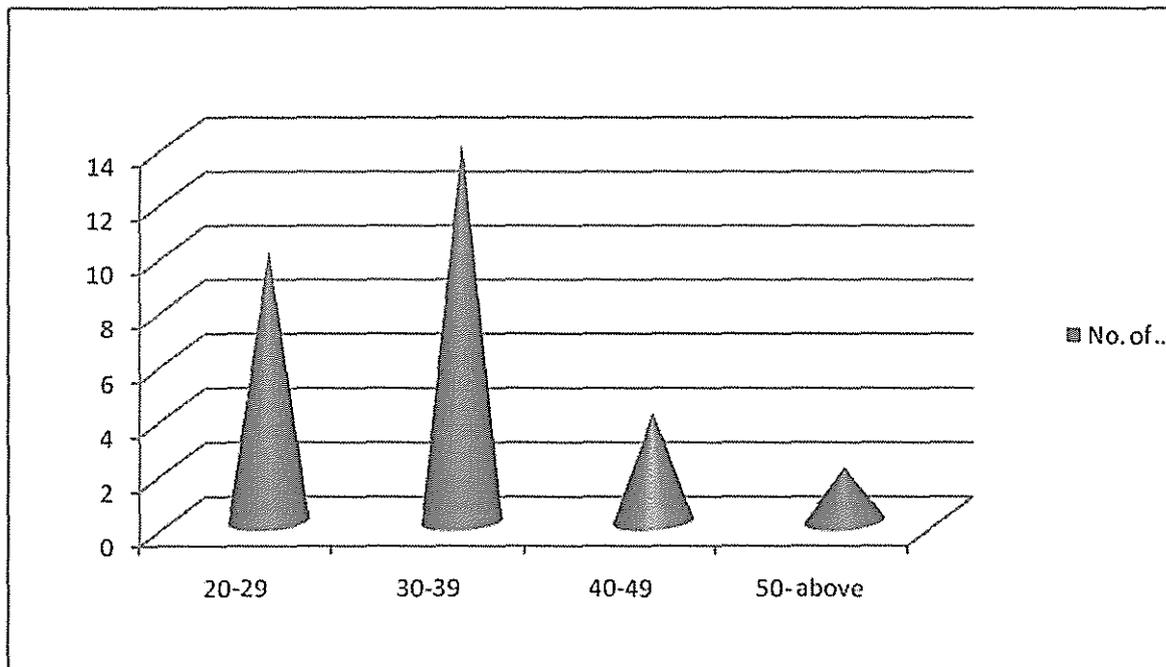
#### 4.0 Introduction

This chapter contains the presentation and interpretation of the research findings and data analysis. It presents data that was collected using questionnaires and interviews and was interpreted and analyzed using statistical methods.

#### 4.1 Social-demographic background

##### 4.1.1 Age of respondents

**Figure 1:** Age of respondents

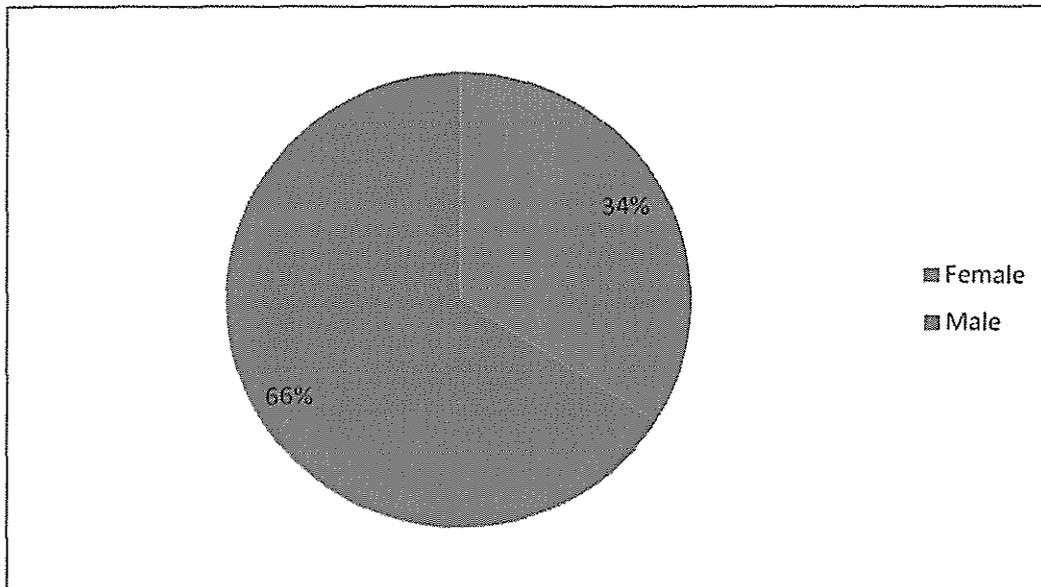


**Source:** primary data

The majority of respondents were in the age bracket of 39-39 as presented in the figure above. This was because most of them were teachers and were the most targeted group since they are the last implementers of the program.

#### 4.1.2 Sex of respondents

**Figure 2: Sex of respondents**



**Source:** primary data

In the figure above, the majority of respondents were male representing 66% and the female representing only 34%. The reason for this was that ladies are not many on staff. This can be attributed to the high levels of drop out of female students from school due to early pregnancies, and other factors.

#### 4.2 Obstacles hindering the implementation of UPE program

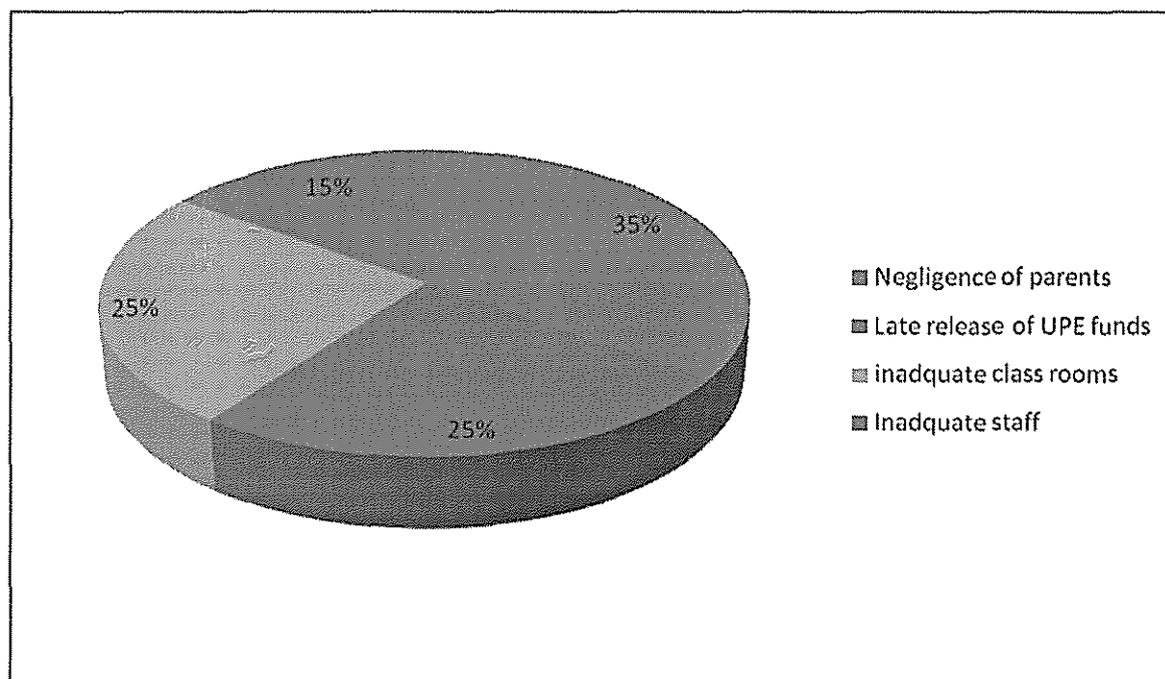
In figure 3 below, Parents took the largest portion with 35% as far as factors hindering the implementation of the program are concerned. This is so because parents do not know their roles in the implementation process. They only know that the teachers are supposed to teach their children for free not even a contribution in meals of their children. This put children at risk as they can not learn effectively when they are hungry. Still parents fail to provide basics such as

exercise books, pencils, and pens to their children hoping to be provided by the government.

Another obstacle hindering the implementation of the program is the late release of funds. This is represented by 25% in figure 3 below as it is considered that they are the funds that are used to buy materials like chalk, and other requirements to run the schools effectively. Besides, inadequate class room to accommodate the big numbers of pupils in schools is yet another obstacle as it has been presented by 25% in the figure below. This leaves most of the pupils to occupying tree shades which affects the leaning of pupils.

The staff that can handle the big number of pupils is not available in schools. You find that the teacher pupil ratio in schools is very high which makes it difficult to other pupils to learn what is taught in class.

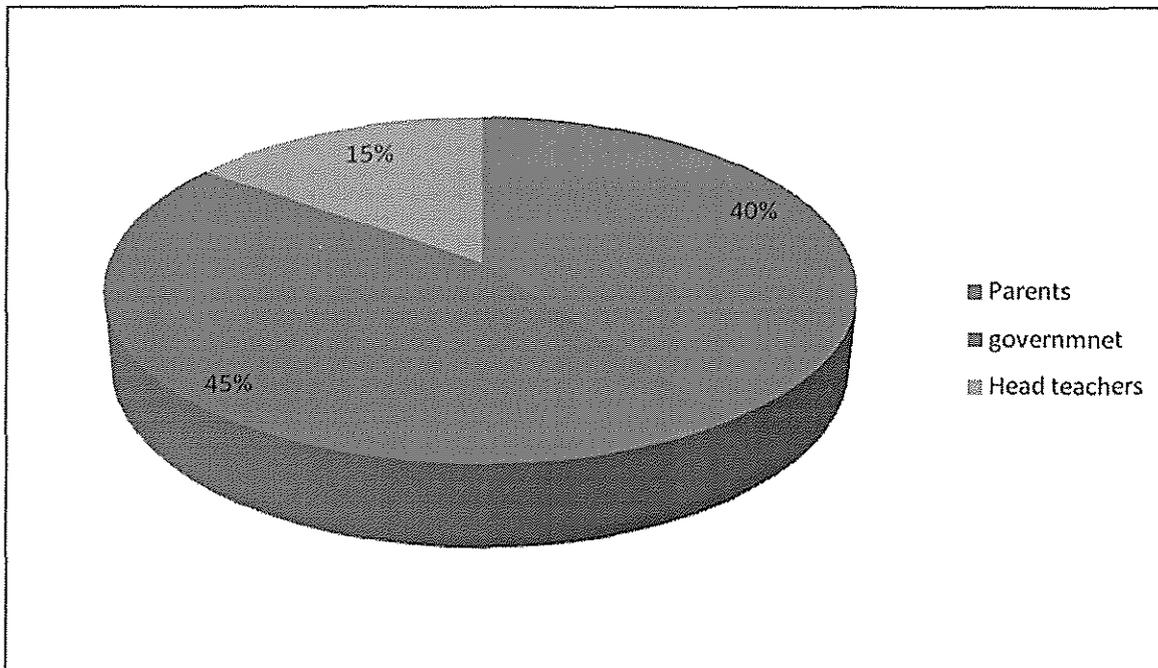
**Figure 3: Obstacles to the implementation of UPE**



**Source:** primary data

#### 4.2.1 Key perpetrators in hindering the implementation of the program

Figure 4: Perpetrators in hindering UPE



Source: primary data

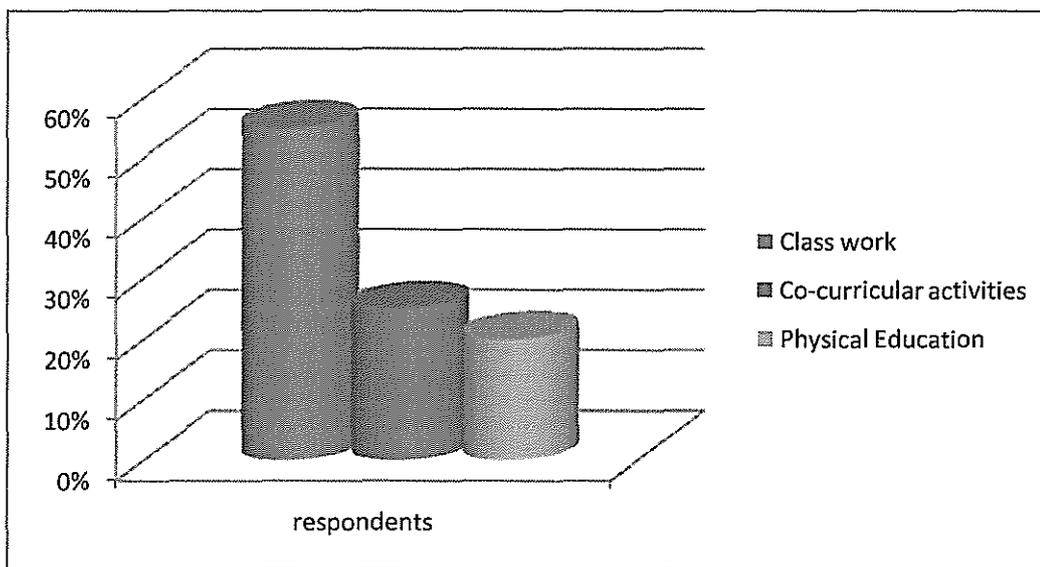
From figure 4, Government took the largest portion (45%) as far as being responsible for hindering the implementation of UPE program is concerned. The argument was that the government took no time to sensitize parents about their responsibilities as far as Universal Primary Education is concerned. Secondly, the government was blamed for its delay in the release of UPE funds thereby hardening the situation. This is so because most of the time head teachers have to use their little money to buy materials like chalk, which can not also sustain for a good period of time and the cycle continues with out materials. Thirdly, the government is blamed for the deaf ear kept to the construction of more class rooms that can accommodate the large number of pupils in the schools. In fact most of the schools use tree shades for classes- a thing which is said to affect the learning of pupils.

Parents followed the government with 40%. The respondents argued that parents have got a mentality that their only responsibility in the education of pupils is to produce more and send them to school. Further still they say that parents completely refuse to provide some requirements like writing materials, lunch, among others to their children arguing that the government is the sole provider of every thing and these teachers who tell them to provide such things do intend to cheat them. For that case many children are not able to learn, thereby escalating the rate of illiteracy in the areas.

Head teachers were blamed on grounds that they are the ones who do not handle the parents well for the supplementation of other requirements for pupils' learning. Further still, head teachers are blamed for the failure to motivate teachers so as to improve on the learning of pupils.

#### 4.3 Methods of teaching on learning

**Figure 5: methods of teaching**

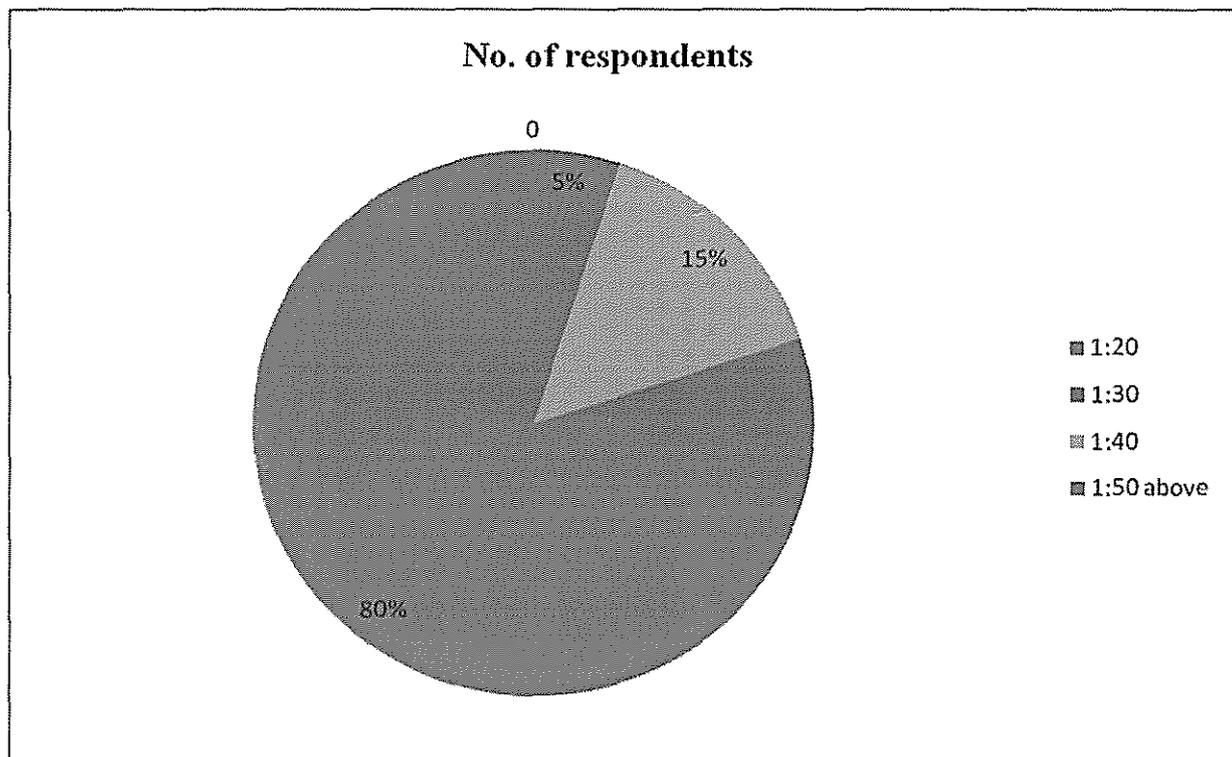


**Source:** primary data

The leaning methods were all supported by respondents as being good for the learning of pupils. The methods included cited were categorized into class work, co-curricular activities, and physical education. Class work included all activities done in class including home work. The reason for home work is to enhance the spirit of research among the pupils. Co-curricular activities like sports, games such as foot ball to enhance talents. This according to most of the respondents supported arguing that such methods help a child to grow with all capabilities.

#### 4.4 Teacher pupil ratio on pupils learning

**Figure 6: Teacher pupil ratio**



**Source:** primary data

The ratio of teachers to pupils is big to be managed by a single teacher as it has been presented in figure 6 above. The majority of respondents argued that pupils are many compared to teachers with most of the classes presenting a ratio 1: 50 and above pupils. This was looked at as a hindrance to the reduction of illiteracy

because a teacher can not manage to supervise all the activities of every single individual. This at the end of it all lead to poor performance in exams

As 80% of respondents put it that the teacher pupil ratio is high as seen in figure 6 above, this is said to affect the ability of pupils to learning as it was argued that a single individual can not effectively supervise the activities of every pupil thereby hindering the learning of pupils.

## **CHAPTER FIVE**

### **SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

The chapter presents the summaries, of major findings, conclusions and recommendations. The recommendations are based on the findings of the researcher, and this takes into account the various instruments that were used in data collection.

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

A study conducted to establish challenges of UPE in the reduction of illiteracy was intended to establish obstacles in the implementation of UPE program, establish effects of the method of teaching on learning, and finding out teacher pupil ratio and its effect on pupils' learning. Universal primary education has a lot of challenges that need to be addressed in time. For instance parents are not cooperative enough to support the program in such this like providing meals, scholastic materials for the children, a thing which teachers say has greatly led to the illiteracy problem to gain roots. The government also is blamed for the neglect in the release of the funds in time, something that is said to be affecting the effective implementation of the program. The teacher pupil ratio is also high which is affecting the learning of children. From the observation of the researcher, even the schools lack structures, even head teachers have no offices to keep their records. This has contributed also on the inefficiency of the head teachers to implement the program effectively.

#### **5.2 Conclusion**

Basing on the case study, it has been found out the Universal Primary Education is still facing obstacles by the fact that parents are not playing their role in the implementation of the program. Children can not write and read and this has been

pushed to the older generation in upper primary. Therefore there is need for durable solutions to those challenges if UPE is to achieve its all aims.

Recommendations are provided below by the researcher so if adopted may improve on the performance of the children and the whole program

### **5.3 Recommendations**

The inspectorate staff should monitor the activities of the schools even in rural areas to ensure that schools have facilities needed at all times as this can minimize on the lack of instructional materials needed to effectively implement UPE program. Further still, the ministry of education must effectively implement text books distribution policy. Books should be developed in the key languages to support literacy. There is need to ensure reduction on the number of children drop out of schools through; sensitizing children about the importance of education, sensitizing the parents and the entire public about the importance of female education, advocating for children's retention in schools especially due to pregnancies, offering flexible school hours. The ministry of education must also eliminate ghost workers cross checking the correspondence of the existing staff with that on papers of that particular school as this will improve on the performance on UPE program. Besides, teachers' salaries should be revised in order to support teachers and also keep them at work.

Parental involvement is one of the crucial factors in children's education attainment. Having high expectations for the children, creating educationally rich environment in the home, and helping in home work will make a difference in how much children achieve academically. Massive promotions in schools as required in the UPE schools should be discouraged if the nation is to get better quality professionals in future. The schools that operate under UPE program are supposed to promote all pupils to the next class; this has created a threat because such children are half baked and are illiterate which will affect the economy in the long run.

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## APPENDIX A: TIME FRAME FOR THE STUDY

Proposal	May
Gaining access to study site	June
Data analysis and interpretation	July
Preparation of first draft of report	July
Writing of final report	August
Submission of report	August

## APPENDIX B: BUDGET FOR THE STUDY

<b>ITEM</b>	<b>AMOUNT IN SHILLINGS</b>
Printing and editing	40,000
Literature review	30,000
Stationary	40,000
Binding	30,000
Transport and coordination	40,000
Miscellaneous	30,000
<b>Total</b>	<b>210,000</b>

## APPENDIX C: QUESTIONNAIRE FOR HEAD TEACHERS

Dear respondent, I am Tamuzadde Benon a student of Kampala International University (KIU) gathering information trying to establish challenges facing Universal Primary Education. All information provided will be solely used for the purposes of research and will be kept confidential; you therefore need not to indicate your name.

### SECTION A

#### Background/ personal information

1. Your sex: Male  Female
2. Your age: 20-29  30-39  40-49   
50-above

### SECTION B:

3. Name of your school .....
4. What is the type of this school? Day  Boarding   
Day and Boarding
5. How long have you served as a Head Teacher in this particular school? ...  
years
6. Has the UPE program affected the enrollment of learners in your school?  
Yes  No

7. If your answer in NO 6 was yes, has the enrollment affected the school performance?

Yes  No  Not sure

8. Are facilities and equipments enough to cater for a large number of pupils?

Yes  No  Not sure

9. Is the money remitted by government to your school enough to cater for the large number of pupils?

Yes  No

10. What is the ratio of teacher pupil?

1:20  1:30  1:40  1:50 above

11. The poor performance of pupils can be attributed to;

Teachers  parents  pupils themselves

The government

12. What is the response of parents towards UPE? Briefly explain

.....  
.....  
.....

13. What are the obstacles to the effective implementation of UPE program in your school?

.....  
.....  
.....

14. Which areas do you think when improved can improve on the performance of pupils in your school?

.....  
.....

## APPENDIX D: QUESTIONNAIRE FOR TEACHERS

Dear respondent, I am Tamuzadde Benon a student of Kampala International University (KIU) gathering information trying to establish challenges facing Universal Primary Education. All information provided will be solely used for the purposes of research and will be kept confidential; you therefore need not to indicate your name.

### SECTION A

#### Background/ personal information

1. Your sex: Male  Female
2. Your age: 20-29  30-39  40-49   
50-above

### SECTION B:

3. Name of your school .....
4. Teaching experience ..... Years
5. What is the category of this school? Day  Boarding   
Day and Boarding
6. What are the effects of UPE on learners' enrollment in your school?  
Increase in enrollment  Decrease in enrollment   
No change

7. How has the UPE affected the enrolment of learners with special needs in education in your school?

Increase in enrolment

No change

Decrease in enrolment

8. Which areas do you think require more funds at the school?

Physical facilities

water and sanitation

Instructional materials

9. The poor performance of pupils can be attributed to;

The government

parents

pupils them selves

Head teacher

10. What is the parents' response in supplementing any additional material or facilities needed for the learners at your school? Briefly explain

.....  
.....  
.....

**Thank you for your corporation**

## APPENDIX E: QUESTIONNAIRE FOR PUPILS

Dear pupils,

You are provided with questions below to answer. Note that there is no wrong answer. And do not indicate your name any where on this paper.

1. Name of your school: .....
2. Do you like your school?  
Yes  NO
3. What subject do you perform well?  
English  SST  Science  Mathematics
4. What subjects do you fail most?  
English & Math  SST & Science  English & SST   
Math & Science
5. Are you always given home work?  
Yes  NO  Some times  Not sure
6. What do the teachers do if you fail  
Punishes  Makes correction  continue to other topics
7. Do you like your teachers?  
Yes  NO
8. What is the type of your school?  
Day  Boarding  Day and Boardin   
  
I don't know
9. If Day, how do you travel from home?  
Public transport  Walking  School bus

10. Are you given text books during lessons?

Yes  No  Some times

11. If yes, how do you share them?

1:1  1:3  1:5

12. What would you like the government to assist you in?

Buy more book  Build more classes

Post more teachers

**Thank you**

## **APPENDIX F: INTERVIEW GUIDE TO FOCUS GROUPS**

1. What do know are the reasons for UPE
2. Do you think UPE has improved on the enrolment of children in schools?
3. Has UPE program improved on literacy in Irongo?
4. What are the obstacles to the implementation of the program?
5. What is the ratio of teachers to pupils in this school?
6. Can it affect the effective learning of pupils?
7. How does it affect?
8. Talk about the method of teaching used?

**Thank you for your cooperation.**