

**FACTORS INFLUENCING THE ROLE OF PRIVATE SCHOOLS IN
IMPARTING KNOWLEDGE AND SKILLS TO LEARNERS**

IN TORORO MUNICIPALITY,

TORORO DISTRICT

BY

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DECLARATION

I Lunyolo Helen declare that this is my own original work which has never been presented, in part or whole to any university for the award of a degree or any publication.

Signature.......... Date.....21/10/2009.....

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APPROVAL

This research entitled; factors **influencing the Role of Private Schools in Tororo Municipality**” has been under my supervision, and is complete and ready for submission.

Signature 

Date. 21/10/2009

Mrs. TALIGoola DEBORAH

Supervisor

DEDICATION

This work is dedicated to my parents, Mr. Enos Omerikol (R.I.P), Mrs. Omerikol Geogina, brothers, sisters, my husband and children Akello Everlyn and Ochieng Innocent.

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During this study, many people were of great help without whose efforts this project would largely remain a dream. To them all I give special thanks especially my supervisor Mr. Kibuuka.

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ABSTRACT

This study was carried out in Tororo Municipality with the basic aim of establishing the influences that bear upon the establishment and sustenance of private schools within the municipality.

80th quantitative and qualitative methods of investigation were used in four selected schools. Total of 70 respondents were used including students, parents, teachers, and school administrators.

Random sampling was used in most cases especially to select students and parents, though purposive sampling was used with regard to the school administrators.

Two research instruments were used i.e. questionnaires and interview guides.

The hypothesis was that "Private schools do not play role to the Ugandan education system".

The findings were that private schools make an important contribution in the education system and in Tororo Municipality. Parents, teachers, and students have a positive attitude towards them. The private schools were profit-motivated, and lacked many of the facilities enshrined in the minimum standards for secondary schools set by Ministry of Education and Sports.

Lastly, the study suggested recommendations useful for policy makers in the education sector, parents, students and implementers like teachers and education administrators on how to improve the pedagogical performance of private school.

CHAPTER ONE

INTRODUCTION

1.0 Background

The 1970 Education Act in Uganda defines private schools as those not run by public funds and do not receive capitation grant aid from the central government. Ssekamwa and Lugumba (1973) define private schools as educational institutions that are not aided financially in full or part by the state.

Love Boyd, et al (1979) define private schools as:

"Instructional service stations which *are approved* by government and instruments of private schools are used to achieve public objectives."

With regards to the above definition, we realize that though private schools are run and funded by individuals or companies in the private sector, they still operate within the national education guidelines and institutional framework highlighting the nation's education objectives, and modus operandi; as established in the Uganda Education Act (1970) sections 23 - 37.

In lieu of the above, we find that private schools follow the national schools calendar instituted by Ministry of Education and Sports, sit for public examinations like Uganda Certificate of Education and Uganda Advanced Certificate of Education as the government grant aided schools. Students who sit their examinations in private schools are also awarded the same certificates by Uganda National Examination Board like their contemporaries in the Government schools. The teaching syllabuses in the private schools are also the same as those in Government schools use as designed by the

National Curriculum Development Centre and recommended by the Ministry of Education and Sports.

In the past, the Government, recognizing the importance of private schools to national development, used to second teachers to these private schools, whose salaries government would pay. Government of Uganda also used to give teaching materials like textbooks and laboratory equipment to private schools, but this has now stopped because of budgetary constraints on the side of government.

The all important question therefore is: with regards to government's withdrawal of assistance to private schools, what influences them to continue to operate?

It is in search of the answer to the above question that the researcher set out to establish the factors that influence these private schools to operate, and as to whether these private schools play any vital roles in the provision of quality education to the children of this nation, with Tororo Municipality as a focal point for the study, since the town is awash with many private primary schools.

1.1 Statement of the Problem

The private schools movement in Uganda that started way back in 1925 is growing stronger with more and more schools being opened right from pre-primary, primary, secondary to tertiary levels. The multitudes of these private schools opening for business in especially urban areas is alarming, therefore justifying a study on what roles they play, and to whose advantage.

1.2 Purpose

The purpose of this study was to investigate the role of private schools in imparting knowledge and skills to learners in Tororo Municipality as the area of study.

1.3 Specific objectives

The objectives of the study were:

- i. To find out why private schools were opened up
- ii. To find out the contribution of private schools in improving academic performance
- iii. To assess the people's attitudes towards private schools
- iv. To investigate the challenges faced by private schools

1.4 Research questions

The following research questions were formulated to guide the study;

- i. Why have private schools been opened up in Tororo municipality?
- ii. What contributions have the private schools made to improve academic performance?
- iii. What is the people's attitude towards private schools?
- iv. What challenges face the private schools?

1.5 Scope

In carrying out this study within the intended objectives and purpose, four private primary schools were selected in Tororo Municipality, two of them doing very well and the other two are struggling. The selected schools were Rock side Academy, Tororo parents, Preparatory and Abubakary Junior.

The focus of the study was on the role played by the private schools, what motivates them to operate, and their performance in academic and co-curricular activities vis-à-vis the Government grant- aided schools within the municipality.

The study also focused on what constraints the private schools face in the implementation of their educational objectives and what solutions can help them perform better.

1.6 Significance

The findings of this study are intended to help the following stakeholders:

Ministry of Education and Sports as policy makers and curriculum designers through the guidance of the National Curriculum Development Centre. This document will assist the policy makers to get feedback as to whether the policies regarding the operation of private schools are viable or need an overhaul.

Non Governmental Organizations, both local and international, like Plan International, Compassion, and Save the children fund, because they are active in the provision of educational services within the private sector, either by building and owning schools, or by co-funding private schools. Sometimes, too, they only pay school fees for orphans and needy children within these private schools so they will need to know whether they are getting their money's worth.

School Administrators and teachers will also benefit from this study and weigh themselves and their schools vis-a-vis the government aided schools. It will assist them establish the funding and performance gaps in both academic and co curricular activities and map out ways of coming out of such quagmire.

Parents and students will also benefit from this study with regard to making decisions as to which school to attend, based on informed minds. The general public will thus understand and appreciate what private schools offer and what contributions they make towards their education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The institutions of private schools have existed since time immemorial. Right from the time of early development of education by the Greek philosophers like Plato, Aristotle and Socrates, education was in the private hands of these philosophers. This was so until Plato developed ideas that education should be formalized under a central government, which would plan and implement it. Prior to this, a philosopher would gather a few students at his home and teach them a few scientific insights that he had discovered.

2.1 What Are Private Schools?

In Uganda, formal education came with the arrival of European Missionaries, who established schools emphasizing the teaching of the 3Rs that is reading, writing and arithmetic. These schools were built along religious lines and jealously guarded by the denomination responsible for building it. Therefore Catholic Missionaries had schools for their followers and so did protestant missionaries, and so on.

These missionary schools were private in as much as they were built, run and funded by private missionary establishments. The colonial government was not concerned with the running of these schools up to as late as 1925, as

Ssekamwa (1999) notes:

“It was missionaries who began to run schools on the Western Formal education lines from 1898.

The missionaries looked at the system of education as their own property.”

Ssekamwa (op sit) adds:

“Even when the government came into direct educational policies from 1925, the Missionaries continued to look at the educational system as their own property. They only wanted the government to give them money to run the education system because they treated themselves as the owners of the education system.”

2.2 Trends and Development of Private Schools

Each religious group laboured to establish and postulate its own syllabus. The missionaries guarded their position in the education system, and thus they were constantly at loggerheads by trying to win converts to their congregations. Their teachings caused much religious and psychological unrest in Uganda, culminating into the religious wars of 1887-1892. By 1979 there were three groups of foreign religious establishments carrying out formal education in the Kampala area. These were the Protestant missionaries of British origin, the Catholic Missionaries of French origin, and the Muslims of Arab origin.

The above three groups created rivalry among themselves because they did not allow their faithful to mix or associate with members of other congregations. Owing to this religious confusion and interference in the education system, African teachers who had been students of the missionaries decided to start their own private schools parallel to those of missionaries.

This trend marked the start of the private school movement to date. The pioneers of the private schools included Reuben Ssebbanja Mukasa (alias Fr. Spartas), who founded Chwa Memorial College at Namunghona in

1939 which exists up to today. Others were Ernest Balintuma Kalibbala who founded Aggrey Memorial School in 1937 which still exists today though it has been taken over by Central Government. Another pioneer was Anselm Musoke who was educated by the White Father Missionaries and taught in their schools for some years before he founded his own private school called Kanadda Rural Industries School which emphasized literary education and practical technical skills.

The reasons why these Africans broke away from their missionary mentors were many. Among them, is the reason that they were being marginalized and undermined by the missionaries who always thought of them as being incompetent, irresponsible and less knowledgeable than the missionaries?

They also abhorred the strict moral codes of the missionaries, coupled with the fact that missionary schools did not permit co-education. They also considered missionary schools as too academic and literary. They wanted a more practical curriculum which would benefit their graduates at whatever level they left school.

Missionary schools also emphasized vernacular teaching from primary one up to primary four while English was taught only from primary five to six which was the last stage in the primary school system. African teachers, learners and their parents wanted English to be taught right from primary one, and thus the dissention. The private schools were supported by the Colonial administration since back home in Britain existed "independent schools", which were run parallel to the public schools by the British government. The Binns study group of 1951 and the de Bunsen Education Committee of 1953 praised the initiative of the proprietors of the private schools, instead of waiting for government to offer alternative educational services to that of the missionaries.

Ssekamwa (1999) notes that:

"The de Bunsen Education Committee recommended that the Department of Education should start to advise the private schools and that which would cooperate with that Department would be assisted financially like the mission schools"

As a result of the above initiative by the colonial government, there was a growing

demand for secondary education facilities between 1963 - 1970 and yet the schools which the government had taken over from missionaries in 1963 because of their sectarian nature, were not enough. So private schools became the inevitable option for parents to take their children. Because of this great demand for secondary education several businessmen established many schools which did not match the minimum standards set by the missionary schools. The facilities were inadequate and academic standards dropped. Due to this the central government came up with the 1970 Education Act which is still in force today. This act in section 23 -37 clearly sets the conditions under which private schools should be opened, run or closed. For example, anyone wishing to set up a private school must be:

"...of good repute and has the necessary funds to manage the type of schools he or she proposes to start; and shall in that application seek the advice and approval of the Ministry responsible for education in respect of the following matters:

- (a) Whether the proposed school forms or will form part of the education development plan prepared or approved by the Ministry responsible for education for a given area; and
- (b) Whether the proposed school meets or will meet the educational needs of that area."

The above set conditions and many others in the 1970 Education Act, still in force today, regulates the operations of the many private schools being set up nowadays, including in Tororo Municipality.

Since 1925, the numbers of private schools have been increasing astronomically. By 1969 there were only 23 registered private schools in Uganda, but to-date, private schools out number government aided schools in every district. From 1963 when the de Bunsen Education Committee gave green light for private schools to operate, many of them have sprang up given the fact that successive post colonial governments have been faced with the chronic problem of under funding of the education sector. With a situation whereby more than fifty percent of the Ugandan government budget is being funded by donors, grants and loans from multinational financial institutions like International Monetary Fund and the World Bank, government alone cannot provide all the facilities required in the education sector especially at secondary level to cater for the thousands of UPE graduates influx from the primary schools.

Ssekamwa (1993) supports this when he observes as follows

“Primary leavers seeking secondary education has exceeded the number of places available at government aided secondary schools and which goes with those candidates with best results. For those not selected, the private schools have sprung up to offer them primary education”.

To emphasize the gravity of the problem, the enrollment per class for government schools was raised from 25 per class in 1963 to nearly 100 students giving rise to what is known as the "double session" in some schools in the 1980s like Jinja Primary Schools. This system

operated in such a way that some students used the limited facilities in the morning, while others were taught only in the afternoon sessions. The teachers' teaching loads were increased, leading to a psychological problem known as teacher burn-out.

Double-decker and triple-decker beds were also introduced in order to absorb more students in boarding schools, which led to overcrowding in dormitories and hence a potential health and sanitation threat in the spread of communicable diseases like malaria, diarrhea, dysentery, cholera, cough and other respiratory tract infections.

All the above indicates the acute need for more primary schools that government cannot build at once therefore appealing to any individuals who could open up private primary schools to do so. There are many sub-counties in Uganda today that do not have a government aided primary schools and yet the catchment area is rich with many Nursery schools, sometimes up to ten of them in such a sub county.

Similarly, many teachers are graduating from the many National Teachers' Colleges and Universities and yet government since the year 2000 put a ban on the recruitment of new primary school teachers. These teachers therefore find private schools as the only alternative employment bureau.

2.3 The Nature of Private Schools emerging issues and challenges they face

To date, Tororo Municipality has ten private primary schools as compared to only three Governments aided three government aided primary schools, according to records in the Municipal Education Office. Some previously registered private schools collapsed due to several reasons, the main one being managerial inefficiencies.

Many people still wonder whether these private schools play a positive role towards educational and natural development, or if they are simply money-minting institutions for their owners as if they were personal businesses where students and their parents are merely looked at as clients or customers. This literature review therefore will highlight the role played by and the motivations behind the establishment of these private schools.

Most private schools since 1925 were started due to many reasons as highlighted earlier on in this study, because their proprietors were not satisfied with the curriculum offered by the missionary schools.

Ssekamwa (1997) notes:

“Curriculum emphasized was too much of readings, riting and arithmetic at all levels of the education structure”.

He further notes that:

“Private schools were started because the teachers who were teaching were treated like boys of their masters”

Dr. Kalibala had this to say,

"I was the only person who had a degree in the office of the Education Secretary General at Namirembe. But when White Missionaries came from the District for advice, they always by-passed my office and went to ask for advice from their fellow White men". (1999) rightly notes: "The private school movement reached a high water mark from 1994 when it entered into providing University education.

This therefore means that private schools offered a vent for nursing frustrations caused by problems in the missionary education system.

Ssekamwa (1997) noted that:

"Private schools recently opened in Kampala] advertise taking children from the age of six years up to Cambridge School Certificate and yet its only qualified teacher is its proprietor"

Regarding the above observation, it is common to find private schools with very flamboyant names like "King of Kings College," or "Take you to Heaven High School". These beautiful names promise much to the unsuspecting parents and students and that is where the trouble starts. The students sooner or later realize that the beautiful name of the school is just a cover up of the rottenness inside the school and thus they end up disillusioned.

The private schools meet many challenges in the process of executing their duties. One such challenge is finance, which renders the facilities in private schools to be below the minimum requirements set by the Ministry of Education and Sports.

The other challenge is poor performance that arises due to the poor infrastructure in these schools such as lack of adequate classrooms, teaching materials, water, electricity, laboratories and libraries. To counter this challenge some private schools cheat national examinations to deceive parents that they are the best in academic performance in the area as AK. Mutesasira, founder of Senyange Education Centre notes in the magazine Education in Uganda (1995):

"Private schools are fond of cheating examinations. Most private schools lack a lot of things including teaching aids, qualified personnel and laboratory equipment. As a result they resort to cheating exams in order to compete favorably with government aided schools".

Such a scenario as above is dangerous to the education system since quality is compromised in the guise of creating a name for the school as performing well in academics when the opposite is true.

Mutesasira further notes

" Stiff competition at all levels of education, to get the required cut-off marks for selection is very high. As more candidates compete for fewer places every year some are forced to cheat exams so that they can be enrolled in reknouwned schools like Buddo, Kisubi, Gayaza and Namagunga."

He further notes that:

" Proprietors of private primary schools themselves are not qualified teachers. The proprietors view education as a business, and warned that this is administratively dangerous because these proprietors lack the technical pedagogical aspects of education which is teaching and learning and the processes involved therein." This implies that private schools are further likely to compromise quality of pedagogy; and those in Tororo Municipality not exempted.

It is also important to note that most private schools haphazardly recruit students without following laid-down procedures such as report cards and recommendations from previous schools being a pre-requisite for admission. A student only needs to walk into an office without a parent and claim that he studied in senior two in such and such a school and he is admitted in senior three without supporting documents.

The recruitment of teachers in private schools is also wanting. In most cases normal procedures are not followed. For instance the job vacancies are not advertised in the print and electronic media. Teachers are recruited locally and at the wish of the proprietor. In most cases they are relatives to the

proprietor or the school administrators. They may also be unqualified teachers because these can easily be manipulated and subjected to little pay and if they complain, they are fired from their jobs without following the laid down procedures for termination of duty as is the case with public service. Private schools also use part-time teachers from government aided schools frequently.

The 1970 Education Act is clear about matters regarding opening private schools. In section 36 about the management of private schools it states:

- (1) Every school owner shall manage his or her school in such a way that the interests of the pupils shall be supreme.
- (2) A school owner may charge school fees as the Minister may from time to time prescribe.
- (3) The Ministry responsible for education may from time to time issue instructions to school owners on aspects of management of schools with a view to safeguarding the interests of the pupils, and every school owner shall comply with the instructions.
- (4) Every school owner shall establish for his or her school a board of governors or management committee as the case may be, in accordance with the regulations made under this act by the Minister.
- (5) Every school owner shall prepare annual estimates of his or her school budget and shall, on request made by an inspector of schools, make them available for inspection by the inspector of school or an officer of the Ministry responsible for education.
- (6) Every school owner shall have the account of his or her school audited annually by a professional accountant, and the audited accounts shall be made available for inspection on request being made by an inspector of schools or an officer of the Ministry responsible for education.

The above statutes are very good regulatory measures. However, most private schools do not follow the above prerequisites regarding the opening of their schools. This problem has been worsened by lack of supervision at lower levels, especially at districts. For secondary, unlike primary schools, the duty of inspection and supervision has been centralized in Kampala with the Inspectorate. District inspectors of schools and other district education officials, concentrate on inspecting primary schools. Inspectors from Kampala take long to visit schools and in most cases only do so when there is a problem like a strike in a school".

Most private schools become private indeed in the way they run their schools with little supervision or interference from the inspectorate. Some schools which lack the basic requirements to operate simply bribe their way through Ministry of Education and Sports and district officials and get registered and license to operate under dubious circumstances.

Some districts should be given credit because their education officials have bettered and taken the initiative of warning and even closing private schools whose facilities have been found wanting.

For instance the New Vision on 18th February 1999 reported that private schools had been closed in Mbarara district due to poor sanitation. In this particular incidence, the district Inspector of Schools closed fifty private schools. Some of these schools had unqualified teachers, let alone the head teachers who were also unqualified or under qualified. Some of them lacked pedagogical facilities like adequate classrooms, libraries and laboratories. Some of them lacked basic sanitation facilities like toilets, teachers and students went to nearby bushes to answer nature's calls. Most of them did not have Board of Governors in place.

The head teachers were answerable only to the proprietor who only minded about the financial returns their schools offered them.

In the above incidence, the District's Inspector of Schools strongly warned the closed schools not to re-open until they fully met the missing requirements

The private school movement took a drastic trend in 1994 following the liberalization of university education in 1994, many business prospectors scrambled to open up universities with the hope of making quick money. 1'0 this effect, Ssekamwa 1994 these are the following licensed private universities in Uganda: Bugema University, Kampala *. University, Namasagali} University, Ndejje University, Nkumba University, Uganda Christian University and Uganda Martyrs University".

He further notes that:

"Indeed many universities are in the offing such as Seguku University, Tropical College University, Musa Body University of Technology, Teso Institute of Higher Education, Kabale University and St. Lawrence University".

To date, many more universities other than those mentioned above have beenopened like Kampala International University and Busoga University. Respond to this scramble to open up private universities, His Excellency, the president of Uganda, Yoweri Kaguta Museveni was reported in the New Vision of 13 March 1999 as saying: "I warn those starting or thinking of starting "parking" universities that the government will not tolerate it. If the motivation is to make money than there are other less demanding ways of making money, for instance farming, we shall not sacrifice our youth for parking universities".

The president made the above remarks while addressing parents and graduates of Institute of Teacher Education in what is currently Kyambogo University.

Ssekamwa (1997) observes one challenge to the private schools when he says:

"Students' attendance was very irregular sometimes because they had to work for food, usually maize flour which they had brought from home at the beginning of the term".

Indeed many universities are in the offing such as Seguku University, Tropical College University, Musa Body University of Technology, Teso Institute of Higher Education, Kabale University and St. Lawrence University.

The above scenario is brought about because private schools in most cases admit students who are from economically deprived families. This is because rich parents take their children to state-of-the-art boarding primary schools and these children gain access to powerful government secondary schools like Kings College Buddo, St. Mary's College Kisubi, Namagunga, Gayaza and so on through the senior one selection process.

Somerset (1982:25) in agreement to the above statement notes that some primary schools are more popular than others, and therefore tend to attract a disproportionate share of the candidates with the highest marks. For the most these popular schools tend to be the oldest and best known. Because of their establishment reputation, these schools are often in position to attract better qualified and more experienced teachers. Good teachers often go to good urban Government Aided Schools.

Most private schools are newly founded institutions in make shift shelters like abandoned dilapidated cotton ginneries, garages and mud and wattle

constructions. Most of them are located in urban centers because their proprietors so think that urban parents have more money than the rural ones. The rural private schools may have more land at their disposal, but they fair no better than those in urban areas.

Owing to the fact that most private schools lack enough land acreage, they do not perform well in co-curricular activities especially games and sports and yet these are essential requirements within the school calendars. They lack playgrounds for netball, football, and athletics to mention but a few. Most shocking however, is that even when a private school may have the playgrounds, the school administration does not commit part of their budgets towards the promotion of games and sports. This is because the proprietor deems this as needless expenditure of money he would rather invest in other personal endeavours. It~ follows without question that most ~ private schools perform poorly in games and sports; and' therefore suffocate the talents of their students in these disciplines. .

Anderson (1982) notes that:

"Private schools are started by young teachers".

And this too provides a challenge to private schools.

The Personal Records and Information Systems for Education Management in Uganda (1990) concur to the above when it notes that:

"A school whose average age of teachers is very low, because of preponderance of young teachers will face a difficult set of problems from one in which there is a balance in the age structure; from the old to the young. Teachers tend to look at people in authority as representatives of an autocratic government rather than professional. There is at times a tendency to introduce students' union politics into relationship between the head teacher and the young teacher".

This assertion implies that young teachers are professionally immature just as they are in age. They are unruly and obstinate to authority, and yet it is a truism that most young teachers are employed in private schools since government stopped recruiting teachers in Primary schools as far back as 2000. For nearly decade now, the young graduate teachers from Primary Teachers' Colleges have joined the teaching profession in private schools, or opened up their own. These inexperienced teachers therefore compromise performance of private primary schools in both academic and co-curricular pursuits, and yet children in these private schools are not private as such, but bonafide citizens of this nation.

Ssekamwa (1999:53) highlighted the possession of children in private schools as follows:

"One development that came up as a result of the 1963 - 1964 Education Act in Uganda was the Christian Churches to start opening up private schools under the guise of parents' schools so that they could still have schools they called their own".

This phenomenon of privatizing children in private schools has proved dangerous because administrators began to treat their students as personal property like the school which they own. As a result they use corporal punishment spontaneously on these children regardless of the gravity of the offence. For this, many school administrators have been charged with assault and commissioned to prison because they beat up their students who sustained grievous injuries, including broken bones.

Sometimes the crime is the refusal of a girl child to consent to the sexual advances or demands of a teacher, such as the New Vision reported it in 1995 that the head teacher of Aloii primary School in Lira District called F.C.Ogwang badly beat up Adongo Christine and broke her hand and a tooth because she refused to have sex with him. Such is the unfortunate side of

private schools when their proprietors or administrators assume so much power over the students.

The Uganda Teachers' Association Code of Ethics attempts to avert this scenario in its code of ethics when it urges teachers to behave professionally as they are the sharper's of the nation's destiny.

The students in primary schools are adolescents and difficult to manage. Teachers should be foremost righteous if they are to help these students become better and productive citizens of tomorrow, instead of damaging them further. This area of discipline and moral change is one of the main challenges private schools face today. It is unfortunate that some private schools fear to punish or suspend indisciplined students because they fear to lose them to other rival schools, thereby letting indisciplined reign in their schools, yet there can be no success without discipline in any educational undertaking.

There is thus great need to strengthen the guidance and counseling department, and to involve parents in the day-to-day running of schools. In disciplined students should closely be monitored by both parents and teachers as complementary bodies.

To crown this literature review Ssekamwa (1999: 41) notes that "The private schools movement still plays a very vital role like during the colonial days for providing very many facilities for students who cannot fit in the government schools".

He adds that: "These private schools are bound to increase even more to take advantage of the students who will be graduating from nursery schools whose number has been quite increased due to sensitization. This will start to be evident from 2008 onwards."

Finally, he concludes that:

"The private schools movement has had an impressive effect on the education system of Uganda. It started with primary schools, the moved on to junior secondary schools, then to senior secondary schools and now it has entered into the provision of university education".

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the methods and research instruments employed to investigate, the research problem under study, that is, the factors which influence the role of private schools in Tororo municipality.

The areas of concern here are:

- Research design
- Area of study
- Population
- Sampling -selection of schools and subjects
- Instruments of the study
- Procedure of data collection
- Data management and analysis

3.1 Research Design

The researcher used descriptive survey research method. Both qualitative and quantitative methods were used in the survey. The research problem required investigating the subjects in their different capacities in the private schools, which was prompted by the big number of these schools being opened in Tororo municipality.

3.2 Area of Study

The study was' carried out in Tororo municipality in Eastern Uganda, which has about ten private schools as compared to only government aided ones. Four schools were chosen for the study as indicated below:

Table 1: Sampled private primary schools in Tororo municipality

School	Name	Nature And Type
A	Tororo Parents Academy	Nursery And Primary Mixed Day And Boarding
B	Rock Side Academy	Primary Mixed Boarding
C	Preparatory School	Nursery And Primary Mixed Day Only
D	Abubakari Junior	Nursery And Primary Mixed Day And Boarding

Source: Primary data 2009

3.3 Population and sampling

The population for this study constituted stake holders with regard to private primary schools in Tororo municipality.

Purposive sampling was used to collect data from head teachers, teachers, students, parents and education officers. Two teachers and eight students were randomly chosen from each school. The twelve students chosen from each school were both male and female covering all the classes from primary four to seven. One male student and one female were chosen randomly in each of the four classes to respond to the questionnaires and interview guides to get broad based data.

Two parents of students studying in each of the four private schools were chosen as subjects to give their views on private schools and why

they entrust the education of their children to these schools. The sum of parents sampled was eight. They were chosen by picking students randomly to take the researcher to their parents.

Two municipal education officers were also interviewed about the private schools in the municipality, which is their area of jurisdiction. These were the Municipal Education Officer, and the Municipal Inspector of Schools.

The head teachers in each of the four schools were interviewed. Overall, the total number of respondents was sixty four this can be represented as in the table below

Table 2: selected subjects for the study

School	Head Teacher	Teachers	Students	Parents	Education Officers
Tororo Parents Academy	1	2	8	2	2
Rock Side Academy	1	2	8	2	
Preparatory	1	2	8	2	
Abubakari	1	2	8	2	
Sub-Total	4	8	32	18	2
Grand Total					64

Source: Field data 2009

3.4 Instruments of the Study

The researcher collected data from the respondents using questionnaires and interviews guides. The set of questions in these instruments were relevant to the study, in line with its objectives, as can be seen in the appendices. Responses to these questionnaires helped the researcher to gather information, and process the data collected from the field. Three sets of questionnaires were used as follows:

Head teachers' questionnaire

Head teachers, are the overall administrators in schools, guided by the board of governors. They are thus well-versed with the activities going on in these private schools which they administer. The questionnaires for this category were used to solicit vital information regarding the schools, such as their history, present situation, and plans for future developments.

Teachers' questionnaires

This helped solicit information from teachers as implementers of the curriculum.

They are the ones who do the actual teaching in these schools, and meet the daily pedagogical challenges. They availed information on the motivation factor of teaching in private schools.

Students' questionnaires

These were administered to a large number of students covering primary four to seven within a short time. They were both close-ended, that is, having objective questions and open-ended ones requiring free responses.

Parents' Interview guide

Some parents were illiterate, so the researcher employed interpreters for the interview guides, in a language they could understand. This guide included a set of open-ended questions in order to allow the subjects respond to them in accordance to the objectives of the study. The questionnaires intended to seek parents' opinions about private schools; and why they chose to take their children there rather than in government schools.

Education Officers' Interview Guide

These were a set of open-ended questions designed by the researcher in

order to collect data about the operation of private schools in Torero municipality and the role of the education officers as stakeholders in the licensing, registration and management of these private schools. Interview guides were used because it is assumed that the education officers are very busy and filling questionnaires may be bothersome to them, so a few minutes granted to the researcher to answer the interview questions were ideal. Since the respondents in this category were only two, this instrument was the best option since the officers were interviewed one at a time and clarifications about certain responses were availed.

3.5 Validity and Reliability of the Tools

The tools, both questionnaires and interview guides were valid and reliable because they helped collect vital data for the study. The questions were drafted in such a way that information was availed on why the selected schools were started, how they operate, the challenges they face in implementing the curriculum to learners, and possible solutions to these challenges. The instruments were presented to the supervisor for scrutiny, suggestions made, new ideas incorporated and the final version prepared, all in the effort to increase their degree of validity and reliability.

3.6 Procedure of Data Collection

The researcher visited all selected schools for the study. Permission to interview the respondents was sought from the head teachers, as the researcher presented an introductory letter from the Department of Distance Education, Kampala International University. After approval of the questionnaires and interview guides by the supervisor, the researcher distributed them to the respective schools and enough time was given to the respondents in each school to answer them.

While head teachers and teachers filled the questionnaires, the researcher

went through an induction session with the students to ensure that they too fill in the questionnaires correctly and honestly. The researcher then distributed the questionnaires to the randomly selected students to fill in.

During the filling-in exercise by the above parties, the researcher asked a few teachers to take him around the school, to see the available facilities such as library, laboratory, buildings, and playgrounds. The researcher also looked into students' exercise, books, teachers' preparation books, and school records such as performance in Uganda National examination Board. This was geared towards helping the researcher establish syllabus coverage and pedagogical attainment levels in various subjects in the school over the years, in order to have an on-spot overall assessment of the schools.

For the parents and education officers, the researcher, interviewed them, recorded their responses, and took them for analysis.

At the end of the day, the researcher gathered all the filled - in questionnaires for tabulation, data analysis and management.

3.7 Data management and analysis

Information gathered from the questionnaire and interview guides were recorded as soon as they were collected. They were then arranged separately to ease accessibility, analysis and discussion. Both qualitative and quantitative methods of analysis were used to bring out the required information clearly. The responses were counted and the information grouped accordingly and tabulated using frequency distribution tables. The information presented in the tables was then discussed in ensuring commentaries. Numerical data such as students' performance, and available facilities in the sampled schools were also tabulated as variables.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The study investigated the role played by private schools of Tororo Municipality in imparting knowledge and skills to learners.

The following objectives guided the study;

- To find out why private schools were opened up
- To find out the contribution of private schools in improving academic performance
- To assess the people's attitudes towards private schools
- To investigate the challenges faced by private schools

4.1 Reasons for opening up private schools

Much has been said about why people have opened up private schools. Some say a number of them opened up for money. The study sought to investigate this.

Table 3: Showing reasons for opening up private schools

	Motivation	High	Average	Low	Total
1.	Money	40	19	11	70
2.	Prestige	18	21	31	70
3.	Job creation	22	28	20	70
4	Proper service delivery	20	30	20	70
5	Vent for frustration	25	27	18	70

Source: Field data 2009

Observing from the above responses the researcher realized that the highest motive of opening private schools is to make money. It is mostly business

men and not educationists who opened up private schools and then employed teachers to run them.

Therefore most private schools were profit motivated. This was represented by 57.1 %.

To a certain extent, other people opened up private schools for prestige. In this case, the proprietors were already rich, but just opened just a school in order to make a name for themselves or their ancestry. This was represented by 25.7% of the responses.

31.4% of the respondents admitted that the reason behind opening of the private schools was to create jobs for teachers and other auxiliary workers, popularly known as group employees, or non- teaching staff like bursars, secretaries, cooks, gatekeepers, and sanitary personnel.

28.6% of the respondents said that the motivation behind opening up private schools was for proper service delivery. This was to solve the problem of complacent of lassiez-faire management styles in government schools

They perceived that in government schools, head teachers had a "do not care" attitude. This had led to an outcry from both students and parents who now opt to send their children to private schools where they felt service delivery was better because the proprietor of the school had a personal touch or feeling for the school and its development, since he is the one to reap directly from the school's growth.

36% of the respondents said that private schools were opened as a vent for frustration of teachers who had worked for long in government aided schools without promotion. Other teachers frustrated by not being posted or accessing the public service payroll have also opted to teach in private schools or opened up their own.

4.2 Contribution of private schools in improving academic performance

Table 4: The contribution of private school schools in improving academic performance

Level of perception	Agree	Disagreed	Total
Very high	21	49	70
High	30	40	70
Average	13	57	70
Low	06	64	70

Source: Field data 2009

From the above table the researcher deduced that most Uganda stakeholders in education i.e. administrators, teachers, students, parents and managers agreed that private schools contributed highly to the education system. This was represented by 42.8% of the respondents.

18.6% of the respondents felt that private schools had average contribution to the education sector vis-a-vis their government aided counterparts, while 8.6% said contribution of private schools was low.

They said that private schools these days had gained the confidence of parents, and

That they had put up powerful multi-storage buildings within a few years, unlike government schools which were almost one hundred years old.

4.3 People's attitude towards private school

Table 5: attitudes towards private schools

Attitude	Agreed	Disagreed	Total
Very good	22	48	70
Good	36	34	70
Bad	12	58	70

Source: Field data 2009

31.42% of the respondents said private schools were very good because of good modern buildings especially for those in. urban centers, good food, and excellence in co-curricular activities. For example Tororo Parents in Tororo municipality had wonderful buildings and was a giant in both academics and sports.

Rock side academy was also very brilliant in academics, games and sports.

Interpretation of the above table revealed, that most respondents agreed that private schools were good. This was indicated by a 51.42% response.

17.14 % said that private schools were bad because of indiscipline of their students. They said that were the most rowdy during public gatherings like sports days. They also cited. Private schools which profit-oriented and lacked proper teaching facilities like laboratories, libraries, classrooms and textbooks. They also indulged in unhealthy competition against each other, bringing in the issue of mud-slinging" defamation and rivalry over performance and recruitment of students.

4.4 Challenges faced by private schools

Challenges faced by private schools range from administrative, financial and physical. The researcher sought to identify them.

Table 6: Challenges faced by private schools

	Challenges	Agreed	Disagreed	Total
1	Inadequate financial resources	51	19	70
2	Inadequate buildings e.g. labs,	47	23	70
3	Inadequate instructional resources	42	28	70
4	Inadequate teachers	40	30	70
5	Inadequate sport facilities	35	35	70
6	Inadequate land	37	33	70
7	Competition	38	32	70

Source: Field data 2009

According to the above table on the challenges facing private schools, 72.9% of respondents admitted that finance was the biggest problem. Limited financial resources meant that most private schools ended terms with debts. This was due the fact that students did not complete fees payments and when they were sent home they simply transferred themselves to other private schools within the vicinity.

All the other challenges such as inadequate land, teachers, buildings, and instructional materials stemmed from poor funding, since private schools depended only on fees collection for everything unlike government schools which received financial subsidies in form of salaries for teachers and capitation grants to run the schools.

67.14% of respondents indicated that inadequate buildings like classrooms libraries and laboratories were major challenges for private schools. This was true of what the researcher saw of Rock Side Academy, Preparatory and Tororo Parent Academy.

The above three schools also faced the challenge of lack of land for expansion which indicated 52.9%. Preparatory school however had bought a big piece of land two miles from the town centre, but still within the municipality, on Tororo - Mbale road.

This would address the problem of shortage of land.

Inadequate sport facility also was a major challenge related to the land problem. This was because one could not build a playground where there was no land. 50% saw the lack of sports facilities as challenge, because "all work without play makes Jack a dull boy."

The students in these schools were denied a chance to play in order to maintain their physical fitness, or expose and develop their talents.

60% of the respondents revealed "that inadequate teaching resources also posed a grave challenge. Most schools possessed only the basic instructional materials like chalk and black board. Teachers and students alike complained that there were few text books and laboratory equipment in three of the sampled schools. Tororo Parents however, had sufficient supply of the above.

54.14% of respondent said that inadequate teachers were the main challenge to private schools. This was because they paid poor remuneration to teachers due to their financial handicaps. As a result these schools relied on part time teachers from neighbouring government schools, who were unreliable because they could let you down anytime. They came to school only when they had lessons and jumped out immediately after teaching, leaving the other aspects of a teacher's job like discipline; guidance and counseling unattended to.

Finally 54.3% of respondents identified competition as a challenge in the operation of private schools. Therefore they indulged in radio

advertisements and propaganda, sometimes even defaming neighbouring schools in a bid to tarnish their names so that they did not get students whom they regarded as customers.

4.5 The academic performance in selected primary schools

The researcher evaluated the general performance of the primary schools using their previous primary leaving examination records.

Table 7: Academic performance in the sampled schools

School	75-100 %	50 - 75 %	75 - 50 %	Below 25	Total
Tororo Parents academy	36	42	11	10	100
Rock side academy	22	48	14	16	100
Preparator y	10	39	31	20	100
Abubakar	12	25	48	15	100

Source: Field data 2009

From the above assessment of performance over a period of four years, the research indicated that 36% of the students from Tororo Parents passed very highly in the first quarter, while 43% fell under the average bracket of 50-75% in performance. Those who perform poorly were only 11 % in the category of 25-50%, and the failures accounted for only 10%.

Rock Side Academy only had 22% of their students passing highly, 48% being average students, while 31% performed poorly and 20% failed. This was because they had adequate teachers, financial resources, and classrooms. The Library and laboratories however, need improvement. They also needed to develop their newly acquired land to solve the problem of land shortage and inadequate sports facilities.

In Preparatory School 22% passed highly, 48% passed on average level, 14% performed poorly, while 16% failed. This was because it was a struggling school, operating in rented premises, and with only few of the basic requirements for primary schools in place. The school did not have a library and laboratory. The few laboratory equipments were kept in a store and carried to classroom whenever a teacher wanted to teach a practical science lesson. They did not have a playground, but during sports tournaments they trained in a neighbouring primary school.

Abubakari School was very below in academic performance with 12% passing highly, 25% passing in average, 48% passing poorly and 15% failed.

4.5.1 Quality of teachers in private schools

Better performance in private schools goes hand in hand with quality teachers. By quality, the researcher meant those teachers with adequate academic and professional qualifications. The study investigated if private schools had quality teachers in order to perform any better.

Table 8: The quality of teachers in private schools

schools	graduates	Grade five	Grade three	unqualified	Total
Tororo Parents Academy	0	01	20	03	24
Rock Side Academy	1	00	16	05	22
Preparatory	0	0	9	2	11
Abubakar	0	01	07	03	11

Source: Field data 2009

From the above table, the researcher observed that there was only 1 teacher who had a bachelor's degree and this was in Rock side. This represented 00.07% of the teacher's in the sampled schools. The sampled schools had a

good number of qualified teachers whereby grade five constituted 13% while grade three teachers constituted 50%, unqualified teachers were very few constituting 16.67%. However most of the qualified teachers were part timers from the neighbouring government schools. This constituted 61.3 against 38.7%. The big number of grade three teachers was in Tororo Parents and Rock Side academy accounts for their good performance in National examination.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this study, the researcher set out to establish the factors influencing the role of private schools in Tororo Municipality. This chapter discusses the findings of the study as indicated in the previous chapter. It also gives the conclusion and recommendations as regards private schools in Tororo municipality as a focal point of reference, and Uganda at large.

5.1 Summary of findings

The discussion is based on the hypothesis that "private schools do not play and the four research questions that the researcher set out to investigate

What were the reasons for opening up private schools in Tororo Municipality?

The results of the study indicate that private schools are opened for many reasons. It is evident from table 3 that the financial motive overrides all other motives. Most proprietors considered the schools as business ventures whereby they expect hefty returns from their investments sometimes to the detriment of the school superstructure.

A number of respondents also admitted that some private schools open for prestige of their proprietors eg; the memorial schools. Other churches and religious sects also open up private schools for this motive so that they can be recognized. While 63% of the respondents agreed that private schools opened for job creation motive, 54% consider that they opened to ensure proper service delivery. However, 60% of respondents concluded that private schools opened as a vent for frustration by teachers, parents and students.

What contribution do private schools make to the development of education in Uganda?

All respondents agreed that private schools contribute to the development of education in Uganda; however, the extent to which this happens is where they deferred in opinion. 58% of the respondents said that the contribution is very high going by the number of students from private schools joining universities-and other tertiary institutions.

They also noticed that private schools offer employment opportunities to would-be redundant labour. They are also a source of consumption of raw materials like furniture, textbooks, pamphlet, foodstuffs and therefore contribute to the national economic system.

Private schools also contributed to the development of talents especially in sports and other co-curricular activities like, music, dance and drama.

Most importantly, they observed that private schools help bridge the gap left by the inadequate government schools, which cannot accommodateschool- going children, or employ all teachers qualifying from universities and teachers' colleges.

However, 20% of the respondents contend that their contributions is consummate with that of government schools while 16% say that their contribution is minimal, though not negligible.

What are people's attitudes towards private schools?

Findings in table 5 indicate that most people have a positive attitude towards private schools. They assert that private schools have come to stay. 56% of respondents consider private schools as good educational

institutions. 18% even have considered private schools to be very good, because they excel in both academics and sports and have good buildings. Most private schools are development oriented because their proprietors want to see them grow, unlike in public government schools where head teachers embezzle money at the expense of developing the schools that they head.

However, 12% of the respondents abhor private schools because of indiscipline

They say that private schools fear to expel undisciplined students for fear that this may affect their student population retrogressively and this would mean loss of vital income. As a result, 'indiscipline thrives which sooner or later has an adverse

Impact on the school's performance at all levels.

What challenges are faced by private schools and how can they be overcome ?

The findings of the study as indicated by table 6, show that private schools face many challenges; the biggest of which being financial constraints. This is because unlike their government aided counterparts, they do not get monthly capitation grants and their teachers are not on the government payroll. So the only source of income in private schools is students contribution as school fees and perhaps subsidies for the proprietor, if he/she is rich.

Private schools also face the challenges of lack of adequate buildings. These include classrooms, libraries, and laboratories and so on. This all emanates from the problems of inadequate financial resources. Also instructional materials like textbooks are limited in some private schools. This makes the teaching of subjects very difficult

The problem of lack of qualified teachers is still a major challenge for private schools. Those in town are a little better off because they use part-time teachers from nearby government schools within the municipality.

However, the majority of rural private schools cannot get access to these qualified part-time teachers, and yet they cannot afford to pay full-time qualified graduates, so they use school dropouts to teach, which has negative educational consequences.

Ssekamwa (1997) rightly observes the above scenario when he states:

Private schools recently opened in Kampala advertise as taking children from the age of six year up to Cambridge School certificate and yet it's only qualified teacher is its proprietor.

Another challenge that private schools face is land. Acquisition of urban land, especially big enough to build a school is expensive. Therefore, you find private schools operate with buildings congested on a small piece of land, almost half an acre. Sometimes you find the school is operating on rented premises part of which also is used for residential or commercial purposes.

All this compounds the problems faced by private schools. In Torero municipality it is only which is operating on a big piece of land. The other three face the above congestion problem, with only one long classroom block.

Administratively, private schools also lack in manpower planning and managerial practices. In most of the private schools studied many teachers occupying high offices are either unqualified or under qualified for those posts. Kasozi (1969) rightly observed the same when he noted:

"A number of untrained people were given position of power in schools and when difficult situations arose at school it is difficult to

control the children to avert strikes"

The study also indicates that private schools lack basic facilities to Co-curricular activities. With the exception the other three sampled schools lacked playgrounds. They borrow the municipal stadium or playground of primary schools during sports seasons. In many of the schools clubs and societies scouting, drama, did not exist.

Also, private schools face the problem of competition. It is for this reason that they fall over themselves to go to the local radio station to advertise their schools, promising heaven on earth. They rival each other so bitterly that they character assassinate each other leading to fights between their students whenever they meet in academic seminars, workshops, games and sports functions.

With regards to competition, Mutesasira (1995) rightly observes:

"Stiff competition at all levels of education, to get the required cut-off marks for selection is very high."

5.2 Conclusion

Private schools are opened mainly due to the financial motive. Private schools are also opened for other motives which include prestige, offering employment opportunities, proper service delivery and vent for frustration. Many educational stakeholders have a positive attitude towards private schools. They are institutions which have come to stay given the economic realities that Uganda is facing, the government alone cannot build enough schools and employ all qualified teachers. Even the government White Paper and Education Act encourages private partnership in the education sector as a noble cause. Some stakeholders view private schools as harboring indiscipline students. They do not offer corrective measures to punish errant

students for fear of losing them to other schools.

Most private schools lack the basic and minimum standard requirements put in place by the Ministry of Education and Sports through the Education Standard Agency: These minimum requirements include adequate land, classrooms, libraries, laboratories, and teaching aids and so on. Private schools face many challenges in the course of their operations. This includes inadequate financial resources to fund all school activities.

Qualified teachers are lacking in most private schools. Teachers in these schools are grossly marginalized and demoralized. They get meager pay, which in most cases is not paid in time. They end up teaching in many schools in search of money, and succumb to fatigue and teacher burn-out and this renders them ineffective in all their teaching activities.

Most private schools also face the problem of land shortage and lack of play space for students to effectively perform co-curricular activities. Most private schools face competition within their own ranks and from government schools.

5.3 Recommendations

The following recommendations were made:

Private schools should find alternative sources of funding instead of depending entirely on school fees collections which sometimes is not forthcoming.

Government should take over some of the private schools in order to relieve the burden of fees payment on parents. It should also bring back the issue of secondment of teachers in private schools and pay their salaries.

The Ministry of Education and Sports should strengthen the inspectorate and supervision departments. The education standard agency should

ensure private schools have the basic minimum requirements to operate. Those without these requirements should be closed and prohibited from operating.

The untrained teachers in private schools should be encouraged to go for training in the theory and practices of teaching in order for them to offer better services. Otherwise they will continue to disservice to the nation by pretending to do what they are not trained to do.

The positive attitudes that various stakeholders have towards private schools should be encouraged and the positive contribution they make be emulated.

Ways of countering the numerous problems that private schools face should be mapped-out using a multi-dimensional approach by both the private proprietors and government since the children in these schools are not private as such.

Further research in this area of the operation of private schools in other districts, geographical and time settings should be encouraged.

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APPENDICES

Appendix A: Questionnaires

Dear Respondents,

This questionnaire is to gather information for a study being conducted about the operation of private schools in Torero Municipality. Please fill your part of responses to the question item honestly and return them to the researcher. Information availed will be treated with confidentiality.

PART A: BACKGROUND INFORMATION

Name of school.....

Year of Establishment.....

Category and level of.....

Your title in the school.....

What is your current academic qualification.....

When did you join this school?

What are your teaching subjects.....

PART B: STAFFING

How many teachers are in this school? (Please indicate their numbers according to their qualification below)

(a) Untrained teachers .

(b) Grade three .

(c) Diploma teachers .

(d) Graduate teachers .

(e) Full time teachers

(f) Part-time teachers

2. Please tick appropriately

- (a) There are adequate teaching staffs in the school (Yes/No)
- (b) The teachers in this school are recruited basing on their academic and professional qualification (Yes/No)
- (c) There are laid down official procedures followed to recruit new teachers (Yes/No)
- (d) The teachers in this school are promoted on merit (Yes/No)
- (e) There are laid down procedures of discussing teachers in this school (Yes/No)

PART C: TEACHING AND LEARNING FACILITIES

Please tick the appropriate box regarding the conditions of the following teaching and learning facilities. In case of absence of any of them indicate "Not Available" (N/A) in the space provided.

Facility available	very good	good	average	poor
1. Classrooms				
2. furniture				
3. Textbooks				
4. Library				
5. Laboratory				
6. Learning aids				
7. Offices				
8. Staff room				
9. Sport facilities				
10. School				
11. School land				
12. Staff quarters				

PART D: ACADEMIC PERFORMANCE

1. How has the school been performing in P.L.E examination over the last four years

- (i) Very good
- (ii) Good
- (iii) Average
- (iv) Poor

2. Which other co-curricular activities do you engage your students in?

3. Do you have a functioning Board of Governors?

4. How often are you visited by inspectors of schools?

5. Do you follow laid down procedures while teaching e.g. schemes of work?

6. What factors affect the learner's performance in this school?
(Comment briefly)

.....
.....

7. How can you improve the academic performance of your school?

.....
.....

8. What challenges/problems do you encounter in the execution of duties?

.....
.....

9. Suggest possible ways to solve the above problems ?

.....
.....

PART E: PERCEPTIONS AND ATTITUDES

What is your attitude towards this school?

.....

What is your perception and attitude towards private schools in general?

.....

Why do you think private schools are in existence?

.....

Generally, what challenges do private schools face?

.....

What solutions can solve the above problems?

.....

PART F: FINANCING THE SCHOOL

		Agree	Disagree
1.	The major source of funds in this school is school fees		
2.	The fees charged are reasonable?		
3.	Many students drop out for failure to pay fees		
4.	Uganda government gives financial and material the school		
5.	There is proper financial control and accountability school		
6.	The funds are well allocated and used according to		

7. How much fees do students pay? Day scholars.....

Boarding.....

8. What do you do with students who fail or delay to pay school fees?

9. Do you have any bursary scheme to aid needy students or those who excel in various activities (Please explain briefly)

.....

9.What measures are placed to ensure students pay fees in time?

.....

Part G: Administration and Management

		Agree	disagree
1.	The administration shows confidence and the staff		
2.	There are regular staff		
3.	The staff feel free to air out their views on related to the welfare of the		
4.	The administration listens to ideas and of staff		
5.	The administrators use fear and threats to make carry out their		
6.	The administrators to staff personal and social problem.		
7.	There is cooperation between staff and administration		
8.	The working environment is conducive and friendly.		
9.	Members of staff are involved in various school activities		
10.	The staff are motivated and work with Minimal supervision		

11. What problems exist between the staff, students and the administration?

12. How can the above problems be solved in the school?

Thank you very much

Appendix B: Questionnaire For Teachers

Dear Sir/Madam,

This questionnaire is to help gather information about the operation of private schools in Tororo Municipality for the award of the degree of bachelor of education of Kampala International University. Please answer the questions honestly and return them to the researcher

Your response will be treated confidential.

PART A: BACKGROUND INFORMATION

- How many years have you been a teacher in this sc 1001?
- What is your current academic qualification?
- What are your teaching subjects?
- Are their laid down procedures for recruiting teachers in this school?
- Are the teachers in this school promoted on merit?
- Why did you opt to teach in this school?
- Is the salary given to teachers in this school enough?
- Are you satisfied with your job in this school?

PART B: TEACHING AND LEARNING FACILITIES

Please tick the appropriate box regarding the conditions of the following of the school facilities. In case of absence of anyone of them indicate "Not available" (N/A) in the box provide

Facility	Availability and condition			
	Very good	Good	Average	Poor
Classroom				
Furniture				
Text books				
Library				
Laboratory				
Learning aids				
Offices				
Staff room				
Sport facilities				
School trucks/bus				
School land				
Staff quarters				

PART C: PERCEPTION AND ATTITUDES

How do you feel about this school?

.....

What is your opinion about private schools in general?

.....

Why do you think private schools exists?

.....

What problems do private schools in general face?

.....

How does the school administration handle student who fails or delay to pay fees?

.....

Does the school have any bursary scheme to help needy student to those who excel in various activities? (Yes/ No)

.....

Explain how the bursary scheme works

.....

Appendix C: Questionnaire for Students

Dear student,

This questionnaire is to gather information for a study being conducted about the operation of private

Schools in Tororo Municipality. Please answer all questions honestly. Your responses will be treated with confidentiality. You need not write your name

What is the name of this school?

School type

How old are you?

In which class are you?

How many aggregates did you in PLE?

Are you a day-scholar or you stay at school?

If a day-scholar, how far is your school from your home in kilometres?

.....

How do you come to school (Tick appropriately)

a(i) On foot (ii) Riding a bicycle (iii) by vehicle

Do you have enough teachers in the school? (Yes/No)

Why did you choose to study in this school?



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Office of the Director

0-MARCH-2009,.....

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR....KUNYOLO HELLEN.

REG. # BED/5380/71/NU.

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

FACTORS INFLUENCING THE OPERATION OF
PRIVATE SCHOOLS IN TORORO MUNICIPALITY.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

TORORO PARENTS' CHILDREN DURING CREATIVE DANCE



ABUBAKER CHILDREN EXCEL IN SIGHT SINGING

