

**FACTORS AFFECTING THE IMPLEMENTATION OF UNIVERSAL
SECONDARY EDUCATION IN NTENJERU
COUNTY KAYUNGA DISTRICT.**

BY

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**RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DIPLOMA IN
PRIMARY EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY.**

MAY 2009

DECLARATION

I, **NAGABA KETTY** declare that this research is my original work, and it has never been presented to any Institution/organization for any award.

Sign Nagaba Ketty

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DATE 19/05/2009

APPROVAL

This research report is submitted for examination with my approval as a university supervisor

Signed

Date

Mr. MUNDU MUSTAFA

SUPERVISOR

DEDICATION

I dedicate this work to the Almighty God for His love, Grace and care, which enabled me to accomplish my objectives as well as my parents Night and Nagaba Ketty for their understanding of the importance of education and helping me finance my studies until I finished this level .Not only had but also their much conditioned efforts devoted to lay down the foundation of my education.

ACKNOWLEDGEMENT

I wish to acknowledge my supervisor Mr.Mustafa Mundu for his professional guidance and parental commitment towards the success of this work.

In the same vein I also wish to extend similar appreciation to my parents **Night** and **Nagaba Ketty** for their financial support and otherwise.

Similarly to Mr.Kibuuka M for all the support and guidance, also to all my classmates at KIU.

Nagaba Ketty

ABSTRACT

The study set out to examine factors affecting policy implementation of universal secondary education policy in rural areas. The main objectives were to find out governments policies on education and how they affect the implementation of Universal Secondary Education., how social cultural factors in Ntenjeru County affect the implementation of Universal Secondary Education and the effect of school set up and administration (whether government or private aided) and the implementation Universal Secondary Education. It was a case study conducted in Ntenjeru County , Kayunga District

In the field the approach of data collection were both qualitative and quantitative with the aid of questionnaires as well as for additional data from use of documentary sources. The study identified that in the policy of USE there was low government commitment to education sector especially at secondary level .Government funding is ultimately inadequate and is sent in installment.

The study found out that under Universal Secondary Education the government, neglected teachers concerns and needs therefore as a result, teachers are demoralized and ineffective .There was lack of concrete action by the government and good instructions concerning students education , worse still the study also found out that policies enhancing the education when implemented may have negative a consequences like automatic promotions is seen as a dysfunction in nature since it may lead to deteriorating academic standards .

The study found out that due to over student population, facilities were inadequate, almost 11 sampled schools lacked a water source, all schools had inadequate latrines, and some with no doors and thus no privacy, classes were over crowded and disorderly, of all which made students uncomfortable.

The study recommends suggestions for further research on USE in rural schools elsewhere in Uganda, where challenges might be similar or greater or lower whatever the case might be. Further more a lot more needs to be done to evaluate so far what has been achieved by USE as student's education is concerned and find solutions to various problems which have not been found out by this research.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents an introduction, to this study, background problem statement, objectives of the study, research questions, scope of the study, and significance of the study and conceptual framework.

1.1 Background

Education is internationally recognized as a human right. It is among the basic necessities of life for all humans and it is considered to be the great liberator, which lifts people out of poverty and fuels economic growth with social justice, especially in this increasingly knowledge-based global economy. One of the approaches used to curb poverty is to create more human capital.

According to Bruns et al., (2003), education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustainable economic growth. It is a fundamental for the construction of democratic societies and dynamics of global competition for individuals and for nations. Education is the key to creating happy and spreading knowledge.

Universal Secondary Education has for so long been recognized as a necessity and many countries have adopted it. Secondary education enables people to participate in the social, economic and political activities of their communities to their full potential. Secondary education however, requires serious attention especially in planning and implementation stages.

In Uganda USE started recently in early 2007, the Education Minister Namirembe Bitamazire said, students enrolled for USE began February 2007 (New Vision 23rd April 2007). The scheme kicked off with about 250,000 students, while initially, over 350,000 students qualified for USE. The MoE lowered the pass mark from 32 to 28 aggregates thus bringing the number down to some 300,000 students of which an estimated 50,000 had not yet been allocated to schools by 19th February 2007.

In some schools students were turned away who scored beyond aggregates 28 or who completed Primary seven before, 2006 especially government aided schools but private schools were allowed to admit those with 32 aggregates. This incidence was reported in many secondary schools across the country.

The ministry statistics, however, indicate that the 700 government aided schools were expected to admit 126,000 students and private schools admit 36,000 students while new seed schools to admit 4,800 students. Seed schools are those constructed in sub countries without any. Under the program every government aided will get shs 5 millions and a total of shs 29,420 will be paid for each student enrolled in government aided schools while as those in private schools will get shs 47,000.

However, after three months into the scheme, a survey conducted (New Vision 23rd April 2007), revealed that the schools faced daunting challenges of inadequate funding, and limited classroom space while teachers were overwhelmed by the huge classes following positive response to the program. The head teacher interviewed said the promised shs 29,420 per student under the program never materialized and no additional teachers were also posted to the schools, no more text books provided and above all teachers salaries, support staff like bursars, secretaries and nurses were not increased yet the student numbers defiantly increased in catering for USE students

Still, from the survey, it was revealed that, rural areas as mentioned by the New Vision, there is a lot of chaos, for example, in Kabalore District, Kamengo .S.S. which closed down the laboratory to create space for the incoming students under USE. Only a mobile laboratory where apparatus were carried in the classrooms rather than having them in a fixed place where put in place at the time.

According to the New Vision, 5th march, (2007) on the science policy; the urban-rural differences in results may continue worrying and that may be worse with Universal Secondary Education, and project intriguing trends in the teaching of science in many schools coming at a time when the government policy on science is taking shape, the results to be released may reflect farreaching impact.

As in rural districts like Kotido, Pader, Amolator, no candidate may still pass any science subject as it has been while in Sembabule, Yumbe, only one candidate may pass.

In Kuruhura, Mubende, only two may pass, as it has been unlike districts of Kampala among others of urban setting which as usual pass well thus creating results indicating gaping regional disparities in performance.

Considering the government's science policy, many people made their observations especially with regards USE as follows; Mr. Bwire, the head teacher of Old Kampala S.S says, science teaching need adequate facilities. These include teachers and well equipped laboratories. It is assumed that absence of the equipments especially in rural areas bring problems.

Fagil (2007) an educational consultant says that, poor performance of students is not only due to inadequate facilities but also poor science methods. Teachers lack the skills to teach science subjects the failure to relate science subjects to the daily life experience has led into a theoretical teaching style that does not help learners to understand scientific concepts, and this is expected to worsen with Universal Secondary Education especially when students expand in numbers followed by no increased pay to teachers, equipments among others. Poor performance also as attributed to lack of access to opportunities which Mr. Fagil, again blamed on laxity of local leadership.

Other challenges that affect the implementation of USE are; many students but few teachers which affect the quality of education. Facilities like toilets which also may be strained because of high numbers. And the challenge that some parents say that USE program is politically motivated.

1.2 Problem Statement

Universal Secondary Education kicked off in Uganda recently on 19th February, 2007. The scheme kicked off with about 250,000 students, while initially, over 350,000 students qualified for USE. The MoE lowered the pass mark from 32 to 28 aggregates thus bringing the number down to some 300,000 students of which an estimated 50,000 had not yet been allocated to schools by 19th February 2007.

It should be admitted that, most schools had their intake increased compared previously. Despite of the intake increase in schools, no infrastructure in terms of classes, laboratories, toilets, among others were built nor renovated in these schools. The students under USE were expected to get lunch, uniform, and medical care from their parents and not free of charge from government. It is also believed that the teachers and the support staff like bursars, secretaries, among others their number was not increased in USE schools. Above all their

salary too was not increased to meet the increased number of the students and tasks. However the policy implementation has faced a number of hurdles this study therefore is set to establish underlying factors affecting implementation of the universal secondary education taking the case study of Ntenjeru County in Kayunga District

1.3 Objectives of the Study

The main objective of the study was to find out the factors affecting the implementation of Universal Secondary Education in Ntenjeru County in Kayunga District.

The specific objectives were to;

1. Find out government policies on education and how they affect the implementation of Universal Secondary Education,
2. Find out how socio-cultural factors in Ntenjeru County affect the implementation of Universal Secondary Education, and
3. Find out the effect of the school set up and administration (whether government or private aided) and the implementation of Universal Secondary Education.

1.4 Research Questions

1. What are the government policies on education that are affecting the implementation of Universal Secondary Education?
2. What are the socio-cultural factors affecting the implementation of Universal Secondary Education? and
3. How is the school set up and administration (government or private aided) affecting the implementation of Universal Secondary Education?

1.5 Scope of the Study

The study was conducted in Ntenjeru County Kayunga district. The main issues were over administrative factors affecting the implementation of Universal Secondary Education in the area.

1.6 Significance of the Study

Upon successful completion, it's expected that the following agencies will find this study expressly helpful;

On the part of school administrators, the study will expose underlying social economic factors hindering successful implementation of the USE program, hence enabling them to properly adjust in the program so as to suit to local needs in the area. The research findings may pose practical implications to the USE Policy administrators, and head teachers that strive to better education standards in the rural communities.

Findings will help in addressing the management challenges that have disabled Universal Secondary Education in the rural communities.

Government, donors and other development partners can use the findings to decide whether to improve on or fund the USE program or think of other alternative development mechanisms for improving the USE in Kayunga district.

The Uganda government will utilize the findings to guide school management on how best to ensure standards in USE schools in rural areas.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This section presents a desk review of all relevant works published and related to the subject matter. The review is conducted in line with study objectives and study questions.

2.1 Government Policies on Education

In Uganda the importance of education is considered generally extremely high (primary education elementary), the government has since 1996 started UPE program; this was not without its problems. First of all, there was really no funding for it but little by little this problem was solved, classes were overcrowded since that every student was entitled to free education in a public school classes of over 100 pupils was normal. The quality of education dropped in these schools. The private schools did very well with the development as parents that could afford it send their children to private schools. For USE, some schools claim that many parents are pessimistic they say that given their experience with UPE, they would not want their children to go to other “bonna basome schools” However, presently the government is looking into USE but we believe this may take some time as UPE program is not yet fully functional, (MoE 2007)

According to Olupot (2007) Uganda began offering free secondary education to 250,000 students in February 2007, which the government said would double the number of children continuing in school. Acting secondary education commissioner Robinson Nsumba Lyazi told Reuters that, the scheme meant all 380,000 of the pupils who passed their primary examinations (about) 90% of them go to attend secondary school. It is pro-poor programs that will help communities develop as they will be in position to plan and participate in economic activities.

The government listed around 1,000 government and private secondary schools to absorb new students free of charge. Lyazi said only 150,000 primary school students last year went to continue their education. Without USE, the dropout rate which is about 50 % will double enrolment. He said, many children yearn to continue learning after primary school but find their families unable to afford the average US \$130 per year as fees.

It is however, noticed that Ugandans earn about US \$ 300 per person per year. Lyazi said, the program of USE would cost an estimated 30 billion Uganda shillings (US \$17.15million) this year. Uganda, which is considered as the poor Central Africa City with 27million people ranks 145th on the UN, Human Development, Index which measure income, education, and life expectance ([http:// english.aljazeera.net](http://english.aljazeera.net)).

Nsubuga (2007) commissioner for secondary education says, there are 1,200 secondary schools of which 621 are governments aided and the rest private investment. USE in private secondary schools is encouraged through provision of technical support, guidance and financial incentives like loans, grants and tax holidays (Olupot, 2007). The problem however, is not only limited number of schools but also access to secondary education by various sectors of society. People living in and around Kampala, the Capital City and other urban centers have much easier access to secondary education than those in the countryside. Only 6 % of the children of the poorest 25 % of families' complete secondary education while 22 % from the richest 25 %. The government is seeking to address such geographical and social imbalances. It is believed that out of about 900 sub-counties, 428 are without government aided schools in over 15 districts.

2.2 Social –cultural Factors Affecting the Implementation of Universal Secondary Education

Oxfam Report, 2000, reveals that, the Tehdakar Conference found out that in much of the developing world, the education provided to children is of an abysmal quality. School in much of Sub-Saharan Africa, and South Asia is a crumbling building without a roof, without access clean water, and often without toilets.

Poorly trained teachers in classrooms, which lack a backboard, chalk, or desks are teaching millions of children. The cost of education deprivation is incalculable. Lack of basic education undermines efforts to generate the sustained and equitable growth needed for poverty reduction.

Still, other factors written as affecting the implementation of USE are, According to Olupot (2007) noisy environment will hinder USE especially on students' performance. Issues of incomplete strayed building, loud music blaring from a near by entertainment joint and issues of discotheque, market, taunts coaxing passengers to their taxis or cars too affect USE. At the time when Uganda is concerned with the quality of education and USE, it is especially disturbing that the government has not yet addressed the adverse effect of the school surroundings on performance. The MoE admits that there is no policy on the issue of school surroundings "what we have are minimum requirements in terms of facilities which every school must have but there is no policy on where the school should be located" said, Aggrey Kibenge, the Spokesperson.

Also, insufficiency in reading and language skills emerge due to poor classroom acoustic and will affect USE. In a 1997 study, researchers compared reading scores of children in a New York City with those in a quiet side of the school. By the time the students reached sixth grade, the students in classroom on the noisy side of the school tested one year behind those

whose classroom were located on the quiet side. In a follow up study six years later, noise was controlled and the reading scores were equal.

Bukenya, the head teacher of St Marry College Kisubi, boasts that, the reason as to why we register 100 % of students in grade one is partly because of the beautiful and quiet environment with a well kept compound. I think this stimulates the brain to work harder. Muyingo, the head teacher of Uganda Martyrs .S.S. Namugongo says, noise may make teachers ill tempered, when one raises the voice over the background noise, he / she become tired, frustrated and burnt out, so children will not benefit much.

Report commissioned by MoE in, 2005, (.Olupot2007), indicates that USE may be influenced and badly affected in schools as some causes of strikes in schools as given too affect the education system in Uganda; weakness on the part of the school authorities, high lighted embezzlement of school funds by administration, poor quality food, corporal punishments, and lack of communication between students and administration yet according to a mini survey by the Olupot (2007) it was revealed that most of schools have had their intake increased compared to previous intakes. Olument .S.S. in Bululu will for example admit 200 students compared to 105 students previously. Nakalama .S.S. in Iganga has also taken 265 students under the USE.

2.4 The Effect of the School set up and Administration (whether Government or Private Aided) and the Implementation of Universal Secondary Education

The issue of Universal Secondary Education if successfully implemented is to install in the people a sense of national responsibility and citizenship for the success of democracy. However, for successful implementation of USE, it is advisable that the MoE put up programs of, teachers being re-trained, parents and students sensitized on the importance of USE. There should be proactive popularization of USE in the country right from the district

level. Skilled private consultants to sensitize the public should avail for effectiveness and there needs to be follow up programs.

Still for effectiveness, according to Olupot (2007) President Museveni declared to sack all head teachers who become involved in collecting charges not authorized by government. He however, noted that additional amounts were tolerable in urban schools to meet utility costs for piped water and electricity.

According to New Vision 19 February 2007, the commissioner for secondary education in the MoE, Yusuf Lubega appealed, we ask the parents to provide their children with lunch uniforms and medical care while we provide them with the essential textbooks.

The ministry spokesperson Kibenge, then explained, we are taking care of the tuition and we are trying to avoid issues of whether a school can cover the cost of uniforms or other

requirements into fees and make it hard for those who can not afford them to benefit. Because failure to absorb the growing number of primary school leavers will undermine USE and broader national goals like the elimination of poverty, (GoU 2008).

Highlights of the review

From the review above it is significantly important to note that so far universal secondary education is a recent undertaking little has been generated in terms of literature. Therefore this study sets to overcome this inadequacy by generating some additional information as recorded in chapters four and five of this report.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents the methods that were employed by the study to obtain information in the field. They include the following; Research design, Area of the study, Sampling procedure, Data collection methods, Data analysis and Data presentation.

3.1 Research Design

To undertake this study a Descriptive research design was employed. The responses were codified and compared to provide a general view of the performance of USE in Ntenjeru County. Descriptive research design was chosen because of its advantages in gathering information from a wide selection using random samples.

3.2 Area of study

The study was carried out in Ntenjeru County in Kayunga District. Ntenjeru County, was purposely selected for this study because; it is a rural area though it has some characteristics of urban setting in some parts so are the type of schools found there. The kind of schools found in the area is both rural and peri-urban. The area is thus representative of many schools found in the district. Peri-urban schools combine characteristics of both rural and urban schools. Also similar research had not been conducted in Kayunga District since the inception of USE.

3.3 Sample Size and Sampling Procedure

A total of 56 respondents were selected for the study as representatives of the other households on factors affecting USE. The sample size was considered appropriate for generating the descriptive statistics required in this study. The different departmental leaders were selected using purposive sampling; According to Asimwe (2007) Purposive sampling procedure is where a researcher on his own judgment targets specific subjects to participate in the study. Key informants with vital information on the subject matter were drawn by the virtue of their knowledge, position, and experience.

Ten secretaries were selected using purposive technique while head teachers were selected using simple random sampling. Still even village dwellers twenty-five in number were both male' and female combined were picked using the fish bowl technique (simple random sampling) with out replacement. This will enable the researcher to obtain information as representative picture of the factors affecting USE.

3.4 Study Population

The study population was in two categories. First; secretaries of education at sub-county level, and head teachers. Second; parents and senior citizens of the community. The first category of respondents' comprised of officials directly involved in education administration from the school to sub county level. The second category comprised of the indirect recipients of education. The researcher therefore intends to obtain primary data from such categories, to enable him obtain information for the proper assessment of the factors that affect the implementation of USE in Ntenjeru County.

3.5 Instruments for Data Collection

Data was collected using questionnaires. This instrument of data collection enabled the researcher to approach a wide selection from the respondents

This instrument also had an advantage of allowing the respondents to think through and provide the required answers, let alone, to answer at their own free will and convenience. However it should be noted that some parts of the questionnaire were only administered to Head teachers, and secretaries and another part to all respondents.

The researcher also made use of the documentary review. This included review of all reports and other materials with useful information for addressing the study objectives and the study questions'. The documents among others will included; research findings from similar earlier studies as well as reports of different educational departments.

3.7 Data Analysis and processing

At the end of it all data from questionnaires was cross checked to make sure all questionnaires were answered and properly recorded. Probes and prompts were used to ensure that all issues raised and observations are clearly explained for their meaning and context thus coding, editing and tabulation of main ideas in qualitative data were clearly recorded. SPSS and Ms Excel computer packages was used in processing and analyzing, data from the field, reports and journals .This helped in analysis and comparison of the results from in-depth questionnaires

3.8 Data presentation

Graphical representation of data on relational statistics was employed. This enabled easy analysis and processing of information. Bar graphs were drawn to present the study objectives. Frequency distributions were done for each objective to establish the patterns of USE respondents. Bar graphs also helped in plotting trends and relationship of the variables over the years.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FUNDING

4.1 INTRODUCTION

This chapter presents an analysis of the data and interpretation of the study findings. Analysis is based on factors affecting USE in Ntenjeru County and particularly basing on the study objectives of; government policies and the successful implantation of USE program, socio-cultural factors and school set up (government/private aided) and the successful implantation of USE program in Ntenjeru County. Table 1, gives a general description of the USE program in Ntenjeru County. In this table all the three objectives of this study have been represented.

Table 1. Frequency distribution of respondents to the statements 1,2,3,4 and 5.

Statement	Strongly agree	Agree	Strongly disagree	Disagree	Neutral	Total
USE program is performing well in Ntenjeru County	1	4	12	8	0	25
Government policies have affected successful implementation of USE program in Ntenjeru County	10	13	2	1	1	27
Socio-cultural factors have affected the performance of USE program in Ntenjeru County	6	5	13	6	2	35
School set up (government/private) affect USE program in Ntenjeru County	7	4	11	18	8	48
There is effective supervision of USE program in Ntenjeru County	4	6	8	18	0	36
Total	25	32	34	46	11	

Source: field data (2008)

4.2 Statement one

According to this table 1, only 25 respondents respond to statement one which was (USE program is performing well in Ntenjeru County). Out of the 25, only 1 respondent strongly agreed while four agreed to the statement. The majority of the respondents, twelve in number strongly disagreed to the statement while eight disagreed. Upon the field findings therefore the researcher concludes that USE performance in Ntenjeru County is not progressing well. This statement is however explained by the other statements included in the table.

However, according to some respondents especially head teachers, they assert that, there was tremendous increase in education inputs notwithstanding, input indicator such as pupils-teachers ratio, pupils-text books ratio, pupils-classroom ratio initially worsened than during pre-USE.

However regarding quality indicators, quality outcome including internal efficiency indicators worsened and are still below official expectations.

4.3 Statement two

Of this table which is “government policies have affected the successful implantation of USE program in Ntenjeru County.” Out of twenty-seven respondents who respond to this statement, ten respondents strongly disagreed and one disagreed. Basing on the field findings therefore, the researcher concludes that government policies have affected the successful implementation of USE as given by the respondents.

One respondent among the head teachers said that households in better off districts apparently spent more money per student at secondary school than the government does. Thus leading to a weak linkage between expenditure per unit and educational outcome. There is inequality in government expenditure, in rural regions and districts inequality in the distribution of public education expenditure. Inequality in per student expenditure across different local government (LGS) is explained by the distribution of the school facilities amount and teachers wages which are not based on enrollment levels. Another respondent said it is the policy of the government to instruct parents to provide their children with lunch uniforms and medical care. This policy is not effective said the respondents, as some parents still do not afford to provide lunch, medical care, uniforms in the country thus making Universal Secondary Education inefficient.

Some respondents replied that, the government's policy of not increasing on the number of teachers and the support staff like bursars, secretaries, in school among others makes things hard for USE implantation as students almost doubled compared to recent intakes, above all their salary was too not increased to meet the increased number of the students. Classes were overcrowded since that every student was entitled to free education in a public school classes of over 100 pupils was normal.

One respondent said that my school is in a crumbling state, building without a roof, without access clean water, and often without enough toilets. Poor classrooms, which lack a blackboard, Chalk or desks children. Lack of basic education requirements undermines efforts to generate the sustained and equitable growth needed for successful implantation of USE in the area.

Statement three of this table is another objective of this study it goes; Socio-cultural factors have affected the performance of USE. Out of the thirty five respondents who respond to this statement six strongly disagreed while only five agreed. Most respondents strongly disagreed with the statement, thirteen in number and nine disagreed while two were neutral. The reasons given by the majority respondents implied that the government was greatly responsible for poor implantation of USE in the region. However, the minority respondents who strongly agreed and those who agreed, said poverty and crime, ethnic complex, culture and society, early marriages, community attitudes are the socio-cultural factors as affecting USE implementation in the region. The net effect to this program is failure to lack of social acceptance in the community. The program suffers drawbacks from the community and they would be beneficiaries of the program largely expressed ignorant of the program. This follows that many parents were pessimistic that given their experience with UPE, they would not want their children to go to other "bonna basome schools."

As for statement four and as one of the objectives of the study states, school set up (government/private) and its effect on successful implementation of USE program. The respondents who answered this question six strongly agreed and four agreed. The majority of the respondents disagreed, eighteen in number while eleven respondents disagreed and eight respondents were neutral. The majority of the respondents gave reasons like.

For USE, some head teachers claimed that many parents were pessimistic that given their experience with UPE, they would not want their children to go to other “bonna basome schools”. However, presently the government is looking into USE but we believe this may take some time as UPE program is not yet fully functional.

Some respondents argued, USE has inadequate funding, limited classroom space while teachers are overwhelmed by the huge classes following positive response to the program. Upon that some head teachers said the promised shs 29,420 per student under the program never materialized and no additional teachers were also posted to the schools, no more text books provided and above all teachers salaries, support staff like bursars, secretaries and nurses were not increased yet the student numbers defiantly increased in catering for USE students in government aided schools while privately aided schools could manage their own affairs minus fall. From the above there fore the researcher puts it that privately aided schools are more better off in Ntenjeru County than their counter parts in as funding is concerned.

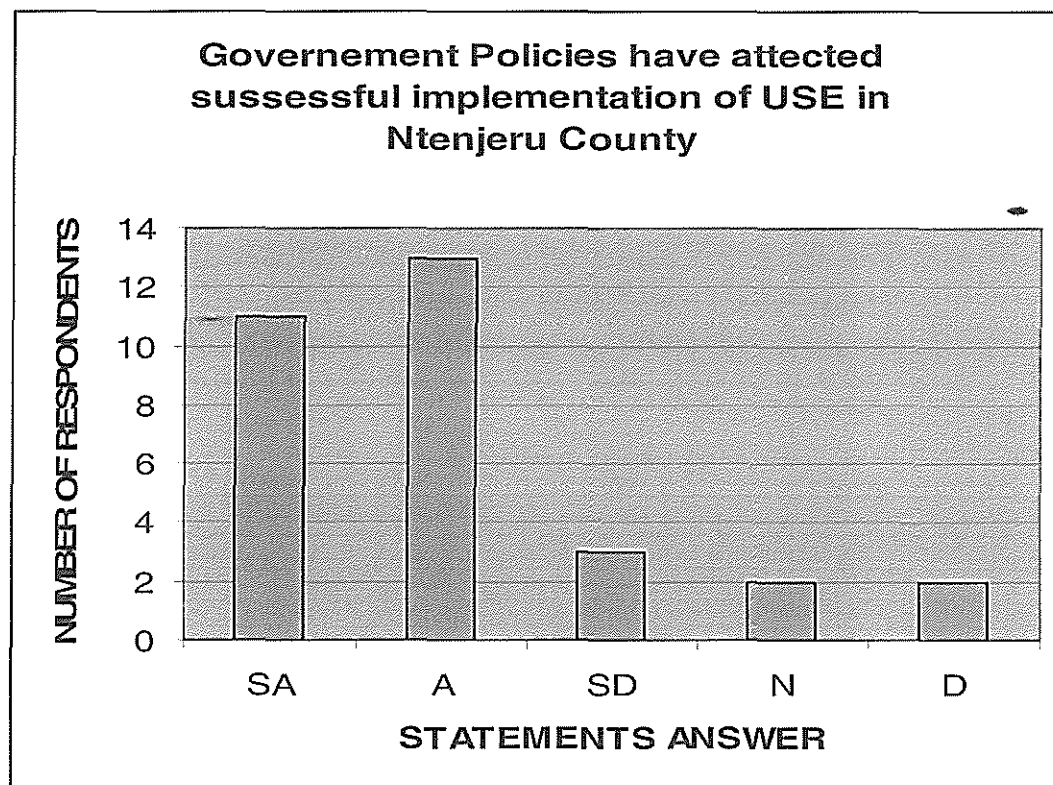
Upon all that, the researcher included the statement that summarizes the study objective the statement was “there is effective supervision of USE program”. With this statement four respondents strongly agreed and only six agreed. The majority of them eighteen in number disagreed to the statement while eight disagreed. In addition it can be taken that there has been inadequate supervision on the part of the administration and the community. Their input and participation was below the expected standards. Program monitoring, supervision, and evaluation were not properly conducted, there was dilapidated infrastructure and classroom was not enough.

Among the reasons given by the majority respondents was, poor performance of USE is attributed to lack of access to enough funds to run the program. But again blame was put on the laxity of local leadership thus USE is poorly supervised in the county.

Figure1, showing the distribution of respondents who answered the statement; government policies as affecting successful implementation of USE in Ntenjeru county. Figure 1 clearly shows the respondents as by a bar graph. The majority respondents represented by the longest bar agreed to the statement followed by those who strongly agreed. The least respondents were those who disagreed and those

neutral, the ones who strongly disagreed were lower according to the figure and represented by the shortest bar.

Figure 1



Definition of the statements answered

SA: strongly agree

A: agree

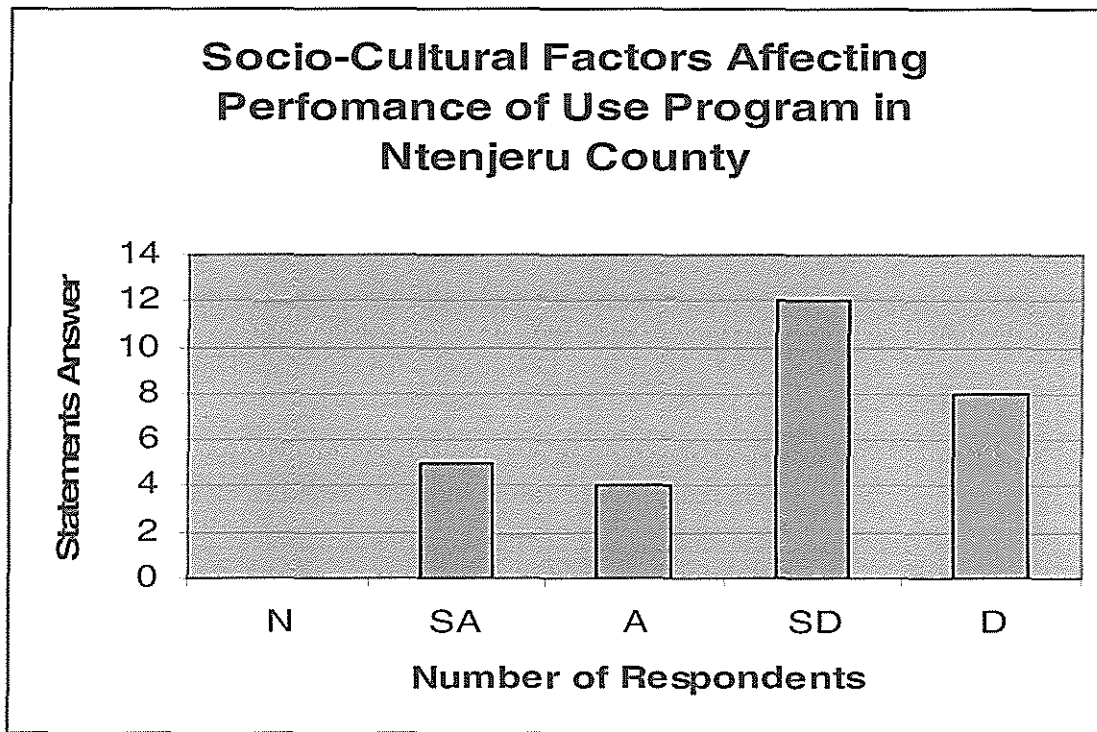
SD: strongly disagree

D: disagree

N: neutral

Figure above 2, presents the distribution of respondents who answered the statement; socio-cultural factors that affect the implementation of USE in Ntenjeru County. Figure2, indicates that most respondents as represented by the longest bar strongly disagreed to the statement followed by those who disagreed. Those who were neutral were the most fewer as represented by the shortest bar followed by those who agreed and those who strongly disagreed.

Figure 2



Definition of the statements answered

SA: strongly agree

A: agree

SD: strongly disagree

D: disagree

N: neutral

Figure 3, presents the distribution of respondents who answered the statement; school set up (government/private) affect USE program in Ntenjeru County. According to figure 3 the majority respondents represented by the longest bar disagreed followed by those ones who strongly disagreed. The least respondents were those who agreed to the statement as shown by the shortest bar followed by those who strongly agreed while those who were neutral were more than the preceding two set of respondents.

The figure above presents the nature of responses based on the nature of school i.e. government and private this categorization helps offer a basis of analysis and understanding between public and private.

Table 2 presents percentage Distribution of the Respondents by Age

Age	Frequency	Percent
20-24	12	17.6
25-29	8	11.7
30-34	16	23.5
35-39	8	11.7
40-44	4	5.8
45-49	10	14.7
50-54	6	8.8
55-59	1	1.5
60+	3	4.4
Total	68	100.0

Source: field data (2008)

Table 2 shows the percentage distribution of respondents by age. This table reveals that most respondents were in age group 30-34 with 23.5% followed by age group 20-24 with 17.6% followed by age group 45-49 which had 14.7%. least respondents were in age group 60+with 4.4% and age group 40-44 with 5.8% while the preceding respondents fall in the remaining age group of 25-29, 35-39 and 50-54 respectively being represented by 11.7% and 8.8%respectively..

Table 5 presents Distribution of the Respondents by their Education Levels

Educational level	Frequency	Percent
University	12	17.6
College	32	47.1
A level	16	23.5
O level	8	11.7
Total	68	100.0

Source: field data (2008)

According to table 3, it shows the percentage distribution of the respondents in accordance to educational level. 47.1% of the respondents were college graduates; they were the most in all. While 23.5% of the respondent were A level graduates followed by University graduates 17.6% and the least respondents were O level graduates making only 11.7%.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction.

This section presents summary, conclusions and recommendations of the study. These are based on the main objectives of this study and research questions.

5.1 DISCUSSION:

The research basically concerned about the factors affecting universal Secondary Education in rural areas, a study of Ntenjeru County in Kayunga District.

It is true that with the universal Secondary Education, the government aims to fulfill its mission of eradicating illiteracy while equipping every individual with basic skills and knowledge with which to exploit the environment for both self and national development. The findings of the study indicate that government policies have a direct relationship with the successful implementation of universal Secondary Education in Ntenjeru County. Universal Secondary Education has been faced by inadequate funding, worsening or leading to limited classroom space while teachers are overwhelmed by the huge classes following positive responses to the program. Upon that some head teachers said the promised Shs 29,420 per student under the program never materialized and no additional teachers were also posted to the schools, no more text books provided and above all teacher's salaries, support staff like bursars and nurse were not increased yet the student numbers defiantly increased in catering for USE students. Those ways among others as done by the government led to impossible realization of its aims as in the previous paragraph.

5.2 Social Cultural factors affecting USE in Ntenjeru County

Some cultural practices like forcing off young girls to marry even at an early age usually below 18 years, a lot of work load and for girls and boys at home all have affected their education thus affecting USE program in the country though it is still a government policy since few people agreed to the statement 'social-cultural factor hinder successful implementation of USE in the region'.

The school set up also do affect the universal Secondary Education program in government aided schools, fees structure are negligible but Universal Secondary Education has inadequate funding limited classroom space the promised Shs 29,420

per student under the program never materialized and no additional teachers salaries, support staff like bursars secretaries and nurses were not increased yet the student numbers defiantly increased in catering for universal secondary education students .Privately aied schools can manage their affairs.

5.2 CONCLUSION

From the findings of this study, the researcher wishes to conclude as thus ;

There was limited planning for USE before it was introduced .USE came as an election pldge although the government intended to introduce it.

Although one of the objectives of USE and education public spending is equity, resources disparities amongst districts and regions of the country persist .Better off districts and regions enjoy higher per student public expenditure than the less developed poor districts, this brings in some inefficiency in the system.

The study also found out that the government under USE neglected teacher's concerns and needs .Yet the successfulness of education programs depends heavily on teachers since they are the implementers at the grassroots .As such teachers did not participate in decision making concerning the schools under USE.

The study also found that better achievement of the objectives of the program, parents have to be involved .As for example parents were reluctant to cater for all the basic needs with the advent of USE, parents became more irresponsible towards catering for their welfare of the children hoping to get free supplies from government .And teachers lacked motivation to teach given no motivation from government concerning their need

All these were found as affecting USE implementation in the region.

There was over population in school and facilities were inadequate .Teacher student ratio was very high in addition there were poor conditions of service for teachers.

The study found out that there was low government commitment to education sector especially USE level. The study found out that government funding under the USE program was inadequate, ultimately and was sent in installments.

The study also found out that the majority of public did not understand the concept of USE and role specification was not clear nor jurisdiction as were determined by the

program designers. This greatly perpetuated the social-cultural factors that prevailed in hindering USE implementation in the region.

5.3 RECOMMENDATION

The civil society warmly welcomed the USE policy as it was expected to increase the levels of literacy; hence enabling many people to participate in the national development at all levels through making informed decisions as a citizenry.

However, it would be prudent if the USE curricular could be directed toward the occupational requirements of the rural populace in Ntenjeru County. This could be in form of small farm agriculture and entrepreneurial skills in order to make their newly learned skills and knowledge thereby obtain returns from it .It is hoped that by widening the base, progress will be consolidated and even accelerated.

To those people who still do not understand USE, sensitization about USE is an important issue. It is essential that the Mo E through common sources continue this campaign and such sources should be made more effective .More effective sources are programs on radios or even on TVs , the high level of awareness of the people implies bring a big impact I the population .Still there is need for improvement of local government and awareness of the public administrators about the concept of USE program all these will help USE implementation in the region.

Government should ensure timely and constant flow of funds from both central and districts level to where the action is .this is with a view of closing the gaps identified in the supply of teachers, classrooms, text books and furniture in USE schools in the region .And in response to the high enrolment levels government is advised to construct more classrooms, train and recruit more teacher, as well as provide more instructional materials.

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APPENDIX
QUESTIONNAIRE (FOR MEMBERS OF THE PUBLIC)

Introduction

As part of the requirements for the award of a diploma in education of K.I.U am administering this questionnaire to obtain information on the study topic *Factors affecting the implementation of USE in Ntenjeru County in Kayunga District*. I am therefore appealing fore your cooperation, all your response will be treated with due confidence

Section A

Personal demography, kindly fill in the blank spaces accordingly.

Name

(optional).....Age.....

Gender.....Marital

status.....

Occupation.....Highest level of

Education.....

For how long have you stayed in this

place?.....

Section B

Effect of the school set up (government/private) and the USE implementation.

Please circle with a, b, c that match your opinion in regarding to the following questions and where necessary give brief explanation. (Be answered by head teachers/ secretaries).

1. What is the status of your school?

(a) Day (b) Boarding

2. who funds your school?

(a) Government (b) Private/individual (c) Communal (belongs to the community)

3. What is the total number of students in your school?

(a) Below 500 (b) Between 500-1000 students, (c) Above 1000students

4. Have your school benefited much from USE program, give brief explanation.

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5. If your school does not benefit much from USE program, how can you advise the policy makers so that you benefit

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Section C.

Government policy on USE, (be answered by teachers/secretaries)

6. Mention the government policies on USE that you know

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7. How do such policies affect the implementation of USE in your school?

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8. How do you think the government can improve USE in your school?

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Section D

Socio-Cultural factors that affect USE implementation.

Please fill in the spaces provided (be answered by all)

9. Mention some of the socio-cultural practices in your area?

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10. If such practices mentioned in (No.9) affect USE in a positive way, give brief explanation.....

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11. If such practices mentioned in (no.9 above) affect USE in a negative way, give brief explanation.....

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12. Basing on the answers given in (No. 11 above), How can you advise in relation to successful implantation of USE in your area.....

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