# CORRUPTION AND THE QUALITY OF EDUCATION IN PUBLIC PRIMARY SCHOOLS IN NEBBI TOWN COUNCIL, NEBBI DISTRICTUGANDA

BY

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A THESIS SUBMITTED TO THE COLLEGE OF HIGHER DEGREES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION OF KAMPALA INTERNATIONAL UNIVERSITY
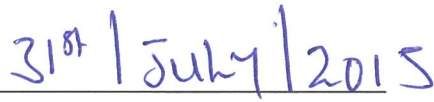
MAY, 2015

## DECLARATION A

I declare that this thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of higher learning.

_____

Name and Signature of Candidate

Paolyel MP Onencan

_____31st | July | 2015_____

Date

# DECLARATION B

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

_____

Supervisor: Professor Byarugaba Foster

_____

Date

# DEDICATION

This work is dedicated to my parent Mr. Olyel P. Awak and Mrs. Olyel Alonye and my family. They really missed me during the time when I was busy writing this Dissertation. May the almighty God reward them abundantly. And to all those persons around the globe who have ensured that education is directed to the development of the mankind.

# ACKNOWLEDGEMENTS

# LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| **CVI** | Content Valid Index |
| **SPSS** | Statistical Package for Social Scientists |
| **UNICEF** | United Nations Children's Fund |
| **UNESCO** | United Nations Education Scientific and Cultural Organization |
| **UNDP** | United Nations Development Program |
| **MDGs** | Millennium Development Goals |
| **NGOs** | Non-Governmental Organizations |
| **OECD** | Organization for Economic Co-operation and Development |
| **HIV** | Human Immune Virus |
| **AIDS** | Acquired Immune Deficiency Syndrome |
| **USAID** | United States Agency for International Development |

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# ABSTRACT

The purpose of this study was to find out how corruption has affected the quality of education in public primary schools of Nebbi Town Council, Nebbi District. In order to attain this purpose, three research objectives were formulated and these included: to assess the level of corruption in education sector in Nebbi Town Council; to examine the quality of education in public primary schools of Nebbi Town Council; to determine the extent to which corruption impacts on the quality of education in public primary schools of Nebbi Town Council; to identify local based strategies to deal with corruption and promote quality of education in Nebbi Town Council.

The research used case study design and also found triangulation very important because, quantitative data like number of reports submitted were measured numerically. A sample size for this study was 386 respondents and this was got from a total population of 11149. The sampling technique used in this study was simple random sampling and data collection was done through interviews and structured questionnaires which were self-administered to respondents. The validity and reliability of the research instruments was determined through expert judgment and test and retest. The statistical parameters used in data processing and analysis were as follows: The mean, pears and linear correlations coefficient and regression analysis for the influence of independent variable on dependent variable.

The research findings reveal that the level of corruption inform of misappropriation of funds, embezzlement of funds, bribery and favoritism and nepotism was generally high (overall mean average of 2.65); the quality of education as regards to enrolment ratio, learning of basic cognitive skills, literacy and numeracy skills, retention rate, classroom activities and school activities was generally low (overall mean average of 2.39); finally, this study found out that any unit increase in the level of corruption leads to reduction in the quality of education in public primary schools in Nebbi Town Council (r. value of 0.799; $p \leq 0.000$).

The study concludes that the level of corruption in education sector in Nebbi Town Council is generally high; it was also concluded that the quality of education in public primary schools in Nebbi Town Council is generally low; the study finally concludes that increase in corruption will reduce the quality of education in public primary schools by 79.9 %.

The study recommends that further training of school administrators on relevant accounting packages and book keeping skills should be done by the ministry of education; local government officials should also work hand in hand with Parent-Teachers Associations in all public primary schools such that they can frequently monitor school budgets and program implementations; the level of autonomous granted to school administrators especially the head teachers in handling public funds should be reduced by the ministry of education and sports; open advertisement and bidding for school activities should be emphasized and adhered to without any compromise. To improve on the quality of education, the school administrators should emphasize enrolment of pupils on the basis of teacher-pupil ration and school infrastructure adequacy in public primary schools; the current curriculum should also be revised by the ministry of education such that pupils' abilities to develop basic cognitive skills are seriously taken care of; literacy and numeracy skills among pupils should be promoted by the ministry of education by providing reading text books of various levels; provision of meals at schools for every pupil should be considered; cultural barriers that limit girls' retention at schools should also be broken through sensitization of local community members in the area.

# CHAPTER ONE

## 1.0 Introduction

This study looks at how corruption has affected the quality of education in public primary schools of Nebbi Town Council, Nebbi District. The first chapter of this study presents the background of the study; statement of the problem; purpose of the study, specific objectives, research questions, research hypotheses, scope of the study, significance of the study, and the operational definitions of the study.

## 1.1 Background of the Study

### 1.1.1 Historical Perspective

Quality education is a backbone of development to any nation because it enhances people's literacy levels, income, health, political participation and general welfare (Okema, 2001). According to Okema (2001), many developed nations of the world are advanced due to long tradition of quality formal education and have overcome many of their national problems such as poverty, ignorance, disease, social and political issues through deliberate effort put on the quality of formal education. This has been the case throughout ages from the time of ancient Greeks, Middle Ages, industrial revolution up to modern time (Okema, 2001).

Indeed quality of education for all has been, and continues to be a global good and continues to be a global agenda. It is estimated that globally, over 100 million children of primary school age were out of school in 2008 and 52% of them were girls (UNICEF Report, 2010), and the country with the highest number of school children is South Asia with (33 Million) followed by West and Central Africa with 25 Million. Primary school enrolment varies across countries due to school infrastructure, teacher-pupil ratio and social activities across countries. It is estimated that 20% of primary school children in urban areas with good infrastructure are likely to attend primary cycle than 20% of primary school children from rural areas with poor infrastructure (UNICEF, 2010).

According to Steen (2009), the difference in enrolment ratio, retention rates; literacy and numeracy; adequacy of school infrastructure and teachers' work environment across countries has led to a drive for universal primary education. In the case of China, Steen noted that the country launched education for all in 1996 and Jordan in 1948 with focus on improving the

quality of basic education for all; these countries now have over 90% school enrolment for both girls and boys.

In Africa, improving the quality of education for all remains a goal for most countries (Sharma, 2011). This is true because in the World Education Forum in Darker Senegal in 2000, a broad coalition partnership was formed comprising of National Governments, Organizations such as UNESCO, UNICEF, UNDP, World Bank and Civil Society groups and associations to ensure quality of education for all in every country (UNESCO 2002:29). According to the coalition, all children of school going age both boys and girls should enroll and be able to complete the primary cycle of good quality education by the year 2015 as stated in the MDGs.

Much as many countries have stepped up their efforts to promoting quality education for all; the data collected from 42 countries to track progress in education by Transparency International showed that corruption is associated with a lower literacy rate among adolescents (Legvold, 2009). Znoj (2009) also showed that corruption is also linked with increased inequality in the quality of education between the rich and the poor. According to the Znoj (2009), when resources allocated for public education are inadequate or do not reach the schools, it is the poor who bear the brunt. Unlike the rich, who can afford private tuition for their children, the poor have to depend on the government.

Hamilton (2013) also identified forms of corruption that have affected the quality of education in developing countries. Some of the forms of corruption that have been identified include, forgery in procurement practices; hiring and promotion of unqualified teachers; bribery in admission and exam administration; and fabrication of documents and false reporting (e.g., number of students enrolled or resources needed or used) (Hamilton, 2013). Hamilton believes that poor governance practices, including lack of transparency in budget formulation and resource allocation, non-existent or deficient book keeping, weak capacity of local governance structures, weak monitoring, and enforcement procedures are the loopholes that encourage corrupt practices in the education sector.

In East Africa for example, the level of corruption in education sector various among different countries (ActionAid International, 2012). In its recent rating, the organization indicated that the level of corruption in education sector was highest in Uganda as compared to other East African Countries. This was followed by Kenya while Rwanda showed low levels of corruption in Education Sector. Some of the Key areas of weaknesses being identified included lack of

transparency in budget formulation and resource allocation, non-existent or deficient book keeping, weak capacity of local governance structures, weak monitoring, and enforcement procedures are the loopholes that encourage corrupt practices in the education sector.

Much as the various authors have cited forms of corruption that have affected the quality of education and acknowledged that corruption indeed affects the quality of education, none of them has clearly indicated the rate at which corruption affects the quality of education in public primary schools. This is one of the key aspects this study attempted to address in this study.

## 1.1.2 Theoretical Perspective

This study was guided by the theory of corruption by Schenone and Gregg (2012). This theory suggests that there is no greater scourge that affects the proper functioning of any economic system than corruption. The authors also indicated that the effects of corruption also have legal ramifications, often undermining the rule of law. This monograph offers a theological and economic examination that puts into question many of the uncritically accepted assumptions held about corruption.

Shan-Jin (1997) had also stressed that corruption embeds arbitrariness and creates uncertainty. This, in turn, is very detrimental to efficiency and ultimately growth. The degree of corruption-induced uncertainty varies according to the way bribe demanding bureaucrats are organized: A bureaucrat in a monopolist position (i.e., holding the exclusive power of granting favors) would in fact have a reasonably transparent bribe schedule with acceptable assurance of results. It would be clear who to pay bribes to, how much to pay and what to expect once an appropriate amount of bribe is paid. The Shan-Jin (1997) believed that once a bribe is paid, the customer gets full property rights over the government favor that he/she bought. Bribe payment would, in such a case, be like a tax except that the money ends up into the bureaucrat's pocket instead of the government treasury.

As corruption theory affirms that corruption affects the proper functioning of any economic system than any other thing, there was need to validate this theory in case of the quality of education in public primary schools in Nebbi Town Council.

## 1.1.3 Conceptual Perspective

Corruption has been conceptualized as the spiritual or moral impurity or deviation from an ideal (Di Tella and Schargrodsky, 2002). According to Di Tella and Schargrodsky (2002), corruption includes activities including bribery and embezzlement, misappropriation of funds, favoritism

and nepotism. Corruption can occur on different scales. Johnston (2007) noted that there is corruption that occurs as small favors between a small number of people (petty corruption), corruption that affects the government on a large scale (grand corruption), and corruption that is so prevalent that it is part of the everyday structure of society, including corruption as one of the symptoms of organized crime (systematic corruption). In this, corruption is conceptualized as bribery, embezzlement, misappropriation of funds, favoritism and nepotism.

The term quality of education is defined as the development of desirable qualities in people (Chapman et al., 2002). Similarly, Okurut (2001) described quality education as knowledge and guidance that gives people the opportunity to adequately develop their skills and abilities in a way that translates to becoming a productive member of society. Okurut (2001) believes that a quality education allows people to realize their potential in a way they would not be otherwise able to. Thus, quality education should allow people to realize their personal goals while also benefiting society in some way. According to Marlaine (2009), schools can create quality education by displaying value to students and others who serve them. Parent and student satisfaction is a large part of this equation, as is the relative success of students who leave the university to embark on professional careers. Marline further stressed that opportunities for quality education should not discriminate, and they should cover basic learning while delving into advanced concepts and individual skills. The ultimate goal of a quality education is to allow the student to leave with skills or abilities that they did not have previously. However, quality of education has been conceptualized as regards to infrastructure, instructional materials and facilities and these can consequently affect quality of education as regards to enrolment ratios and retention rates, class room and school activities, literacy and numeracy as well as general knowledge or learners

Since corruption manifests itself through bribery and embezzlement, misappropriation of funds, favoritism and nepotism; this can significantly affect infrastructure, materials and facilities and these can consequently affect quality of education as regards to enrolment ratios and retention rates, class room and school activities, literacy and numeracy as well as general knowledge or learners.

## 1.1.4 Contextual Perspective

In Uganda, quality formal education has been recognized as an important instrument in the political, social and economic development and transformation of the people and the country at

large. As a member of the international coalition, Uganda launched education for all in response to the recommendations of the National Education Policy Review Commission and the Resultant Government White Paper on Education (Maicibi, 2005). This resulted into increase of primary school enrollment from 2.7 Million in 1997 to 7.5 million in 2004 (Maicibi, 2005:3).

In spite of the government's efforts to improve human resource and eradication of poverty by introducing Universal Primary Education, many factors have limited the quality of education in primary level; and learning of basic cognitive skills, literacy and numeracy as well as general knowledge of learners most especially in the rural areas are still low (Nakiyingi, 2008). The failure of pupils to acquire basic cognitive skills, literacy and numeracy as well as general knowledge in rural public primary schools in Uganda for example has been associated with a number of factors and one of the common factors being cited included corruption which has led to inadequate education infrastructure, learning materials; lack of teacher motivation; employing unqualified personnel among others (Ministry of Education and Sports, 2003).

In Nebbi District, there has been poor education quality and this has been witnessed by the performance of primary school pupils for many years as reported by Ministry of Education and Sports in Public primary schools Directory, 2009 covering a period from 2000-2008. This suggests that public primary schools in Nebbi Town Council are not exceptional to other public primary schools in the District. Many factors have been mentioned for low education quality but low emphasis has been put on corruption.

Furthermore, report on the general education quality of the Sub-County carried out with primary seven pupils in 2011 indicates that majority of pupils 331 (38.6%) did not have basic cognitive skills; 160 (32.7 %) of them did not have sufficient numeracy and literacy skills; 132 (28.7 %) of the pupils did not general knowledge. The general picture based on this report for the case of Nebbi District indicates that the general education quality in public primary schools in the area has not been impressive at all. Since corruption in the education sector has been cited as one of the key factors affecting the quality of education, there was need to establish the extent to which corruption in education sector impacts on the quality of education so that different stakeholders can play their rightful roles and responsibilities in finding appropriate ways to curb the phenomenon so as to promote the quality of education in the area of the study.

## 1.2 Problem Statement

Despite government's efforts to promote and improve the quality of education in schools through constant inspection, provision of learning facilities, construction of school infrastructure and recruitment of trained teachers, there has been persistent poor quality education in public primary schools in Nebbi District. This was reported in Public primary schools Directory (2009) by Ministry of Education and Sports from the period of years 2006-2009. Additionally, the statistics from the General education quality of Nebbi Sub-County carried out with primary seven pupils in 2011 indicates that majority of pupils 331 (38.6%) did not have basic cognitive skills; 160 (32.7 %) of them did not have sufficient numeracy and literacy skills; 132 (28.7 %) of the pupils did not general knowledge. The impression from these figures is that the education quality at primary level in Nebbi District is generally low. As corruption in the education sector in the area has been cited as one of the key factors affecting the quality of education, there was need to establish the extent to which corruption in education sector impacts on the quality of education so that different stakeholders can play their rightful roles and responsibilities in finding appropriate ways to curb the phenomenon so as to promote the quality of education in the area of the study. Further still, little scholarly work has been undertaken to investigate the relationship between the two variables in the areas of the study although some organizations such as ActionAid International have established some link between corruption and its impact on social service delivery. Thus, there was need to critically investigate the link between corruption and quality of education in Nebbi District.

## 1.3 Purpose of the Study

The purpose of this study was to establish the extent to which corruption impacts on the quality of education in public primary schools and find out local based strategies to curb corruption and promote the quality of education.

## 1.4 Research objectives

(i)  To assess the level of corruption in education sector in Nebbi Town Council.

(ii) To examine the quality of education in public primary schools in Nebbi Town Council.

(iii)To determine the effect of corruption on the quality of education in public primary schools in Nebbi Town Council.

(iv)To identify local based strategies to deal with corruption and promote quality of education in Nebbi Town Council.

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## 1.5 Research Questions

(i)  What is the level of corruption in education sector in Nebbi Town Council?

(ii) What is the quality of education in public primary schools in Nebbi Town Council?

(iii) What is the effect of corruption on the quality of education in public primary schools in Nebbi Town Council?

(iv) What local based strategies can be used to deal with corruption and promote the quality of education in public primary schools in Nebbi Town Council?

## 1.6 Research hypothesis

There is no significant relationship between corruption and the quality of education in public primary schools in Nebbi Town Council.

## 1.7 Scope of the Study

### 1.7.1 Geographical Scope

This study was carried out in Nebbi District Local Government. The District is located in the West Nile region and it borders the Democratic Republic of Congo from the west, borders Arua from the North; and River Nile (Albert Nile) from the East. The District covers 3,000 square kilometers with its population of over 300,000 people. The Nebbi Local Government has 14 sub-counties and 2 Urban Town Council. In order to be detailed, this study was carried out in Nebbi Town Council. The town council has been selected for this study because several cases of corruption (ActionAid International Report (2012) have been reported in it and many public primary schools in the area have suffered poor academic performance in the last few years (Ministry of Education and Sports Directory (2000-2009). Thus, there was need to establish the extent to which corruption in education sector impacts on the quality of education in public primary schools in the area.

### 1.7.2 Content scope

This study focused on the level of corruption in education sector in Nebbi Town Council; it also examined the quality of education in public primary schools in Nebbi Town Council; and then, it assessed the effect of corruption in education sector on the quality of education in public primary schools; and lastly, some local based strategies to deal with corruption and to promote the quality of education were identified.

## 1.7.3 Theoretical Scope

This study is based on the theory of corruption by Schenone and Gregg (2012). This theory suggests that there is no greater scourge that affects the proper functioning of any economic system than corruption. The authors also indicated that the effects of corruption also have legal ramifications, often undermining the rule of law. This monograph offers a theological and economic examination that puts into question many of the uncritically accepted assumptions held about corruption.

## 1.7.4 Time Scope

The study restricted itself to period of 6 years that is from 2008-2013. This period is selected for this study because it was from 2008 that Local Governments in Uganda were restructured. Thus, the time frame enabled collection of rich information regarding the study variables.

## 1.8 Significance of the Study

The following are the anticipated beneficiaries and ways through which the parties will benefit:

This research finding will enlighten Uganda's ministry of education as it will provide a clear picture on how corruption affects its efforts in promoting quality education standards. This will therefore enable them to review the existing policy as regards to implementation of programs and their monitoring as well as supervisions.

The study findings will also be beneficial to local government administrators since the recommendations forwarded will enable them to try to focus on local based strategies to minimize the level of corruption in the area as a way of promoting the quality education standards. The may be done by establishing or forging some by-laws that can help to punish those found guilty of corruption in the District.

The study findings will also help the community based organizations, civil society organizations as well as NGOs operating in the District to provide adequate interventions in the areas so as curb corruption through sensitization and publications so that the corrupt officials are exposed and are isolated so as to promote quality education standards in the District.

The research report can also provide information that can be used to sensitize and create awareness to school administrators, parents and other stakeholders such that they can be empowered to form a strong coalition and agitate against corruption for better education quality

as an aspect of building a strong human resource that can move the country forward in its development programs.

The research findings on the impact of corruption on the quality of education in Nebbi Town Council can also add some new knowledge to the existing literature in the area of education. This will help future researchers in carrying out their research as they may use the findings in this study as literature.

The study findings will also be beneficial to the researcher since it will give him the time to put in practice what he has learnt from lecture room in practice. This will enable him to acquire necessary skills and knowledge that can help him in carrying out similar work in future.

## 1.9 Definition of Key Terms

**Corruption** is seen as spiritual or moral impurity or deviation from an ideal. In this study it will include activities including bribery and embezzlement, misappropriation of funds, favoritism and nepotism.

**Quality of education** is viewed as the development of desirable qualities in people. Quality of education will be measured in terms of enrolment ratios and retention rates, what happens in schools and in the classroom; learning of basic cognitive skills, literacy and numeracy as well as general knowledge of learners.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This chapter reviews various concepts and literature related to corruption and education quality education standards. It begins with the theoretical review and then conceptual framework. Later on, various views, ideas and opinions of researchers, authors regarding the link between the two variables are reviewed.

## 2.1 Theoretical Review

This study was guided by the theory of corruption by Schenone and Gregg (2012). This theory suggests that there is no greater scourge that affects the proper functioning of any economic system than corruption. The authors also indicated that the effects of corruption also have legal ramifications, often undermining the rule of law. This monograph offers a theological and economic examination that puts into question many of the uncritically accepted assumptions held about corruption.

In supporting the theory of corruption, study by Mauro (1997) also affirms that even in those cases the negative effects of corruption upon efficiency override its beneficial effects. He finds "that corruption lowers private investment, thereby reducing economic growth, even in sub-samples of countries in which bureaucratic regulations are very cumbersome. The author continues to say that the negative association between corruption and investment, as well as growth, is significant, both in a statistical and in an economic sense.

Shan-Jin (1997) stresses that corruption embeds arbitrariness and creates uncertainty in society. This, in turn, is very detrimental to efficiency and ultimately growth. The degree of corruption-induced uncertainty varies according to the way bribe demanding bureaucrats are organized: A bureaucrat in a monopolist position (i.e., holding the exclusive power of granting favors) would in fact have a reasonably transparent bribe schedule with acceptable assurance of results. It would be clear who to pay bribes to, how much to pay and what to expect once an appropriate amount of bribe is paid. After all, a bureaucrat in this position would like to take good care of his customers, in exactly the same fashion as any decent businessman. Once a bribe is paid, the customer gets full property rights over the government favor that he/she bought. Bribe payment would, in such a case, be like a tax except that the money ends up into the bureaucrat's pocket instead of the government treasury.

As corruption theory affirms that corruption affects the proper functioning of any economic system than any other thing, there was need to validate this theory in case of the quality of education in public primary schools in Nebbi Town Council.

## 2.2 Conceptual Framework

Apart from the theoretical review on which this study is built, the researcher's conceptual schema of the relationship between corruption and the quality of education and is shown on Figure 1 below. It assumes that the relationship between the independent variable and dependent variables is linear.

**Fig.1: Conceptual Framework: Corruption and the Quality of Education**
**Independent Variable**                                    **Dependent Variable**

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┌─────────────────────────────┐          ┌──────────────────────────────────────┐
│ Corruption                  │          │ Quality of Education                 │
│  ● Bribery                  │          │  ● Enrolment ratios                  │
│  ● Embezzlement             │      ↗   │  ● Retention rates                   │
│  ● Misappropriation of funds│─────┐→   │  ● School activities                 │
│  ● Favoritism and nepotism  │     ↑    │  ● Classroom activities              │
└─────────────────────────────┘     │    │  ● Learning of basic cognitive skills│
                                     │    │  ● Literacy and numeracy             │
                                     │    └──────────────────────────────────────┘
                       ┌─────────────┴──────────┐
                       │ Intervening Variables  │
                       │  ● Poor government policy│
                       │  ● Lack of inspection  │
                       │  ● Lack of political will│
                       └────────────────────────┘
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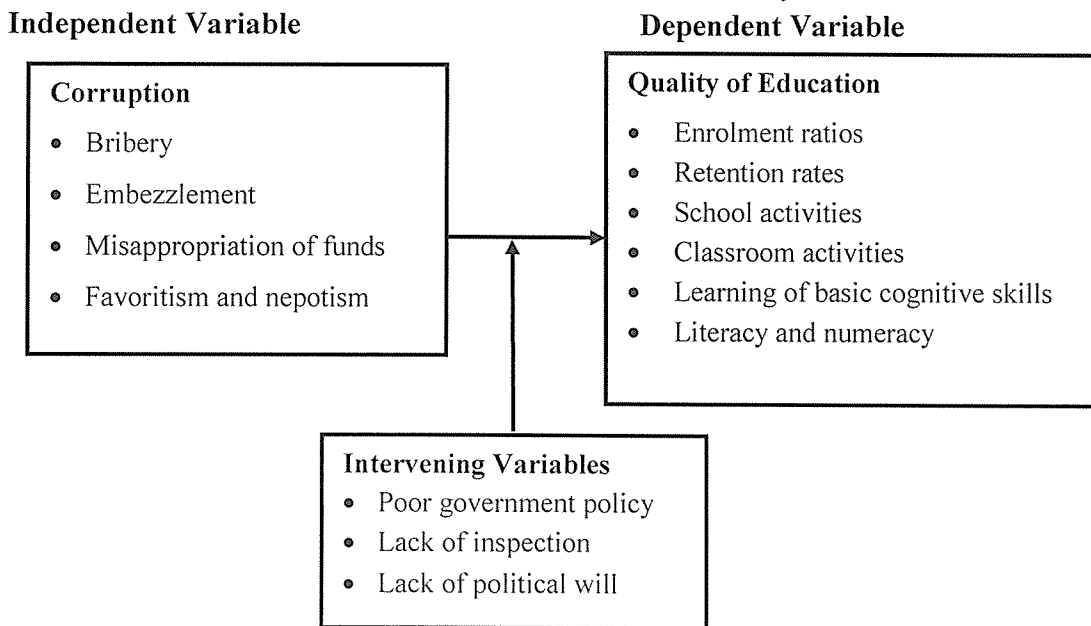
**Source: Adopted from Schenone and Gregg (2012); Developed by the Researcher**

Figure 1 indicates that rampant corruption inform of bribery, embezzlement, misappropriation of funds, favoritism and nepotism can significantly affect infrastructure, instructional materials and facilities and these can consequently affect quality of education as regards to enrolment ratios and retention rates, class room and school activities, literacy and numeracy as well as general knowledge or learners.

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## 2.3 Corruption in Education Sector

According to Kaufmann and Pedro (2011) corruption can occur in many ways. Kaufmann and Pedro (2011) noted that the use of both positive and negative inducements to encourage the misuse of power is well known. In addition, Kaufmann and Pedro (2011) believe that favoring of friends, relatives and cronies in a way that is not directly beneficial to the corrupt individual is a form of corruption. In systemic corruption and grand corruption, multiple methods of corruption are used concurrently with similar aims (Lorena and Raul, 2001).

On the manifestation of corruption in education sector, Di Tella and Schargrodsky (2002) noted that blatantly illegal acts of bribery or fraud are some of the manifestations of corruptions. Di Tella and Schargrodsky (2002) also indicated that there are ample examples of blatant fraud and bribery, in which education officials at all levels demand some form of payoff for themselves, family, or friends in return for their help in shaping the outcome of contracts, implementation efforts, distribution systems, etc. the authors also noted that while mechanisms may vary, there is wide agreement that these practices are corrupt.

Tanzi (2008) also noted that actions taken to secure a modest income by people paid too little or too late are the manifestations of corruption in education sector. According to Tanzi (2008), when teachers sell grades or require students to pay for private tutoring in order to pass a course, most observers recognize it as corruption. Often, however, such behavior is judged less harshly in settings in which teachers' salaries are extremely low or salary payments are delayed for months. It tends to be tolerated because virtually all observers recognize that teachers have little choice if they are to live. In some countries, such as Cambodia, these practices are tacitly condoned by government, which recognizes that it could not maintain a teaching force if teachers were unable to subsidize their salaries, even if they use practices that compromise the quality of education.

Actions taken to get work done in difficult circumstances are also being indicated as some of the manifestations of corruption in education (Johnston, 2007). (Johnston, 2007) believes that at times, what appear as corruption may be better understood as ministry and project personnel cutting corners, ignoring rules, and by-passing procedures in order to move activities forward in ways important to the success of a project or ministry initiative. Bennet (2008) also indicated that what appears as corruption to some people may be viewed as pragmatic project management by others. For instance, when project implementation requires government staff to work harder or

longer hours than is their custom, a project manager may pay an unauthorized bonus as an incentive. Similarly, a project manager may pay government personnel to provide data that should be free (Bennet, 2008). An unfortunate outgrowth of these practices is that it often teaches local staff that they can extort money by withholding services, and a pattern develops. Nonetheless, failure of the project manager to take these actions could undercut project success.

Differences in cultural perspective (e.g., gift giving) are also indicated as manifestations of corruption in education sector. Edwards (2009) pointed out that in some cultures it is customary and expected that gifts are given even in return for small favors. While token gifts of little monetary value often satisfy the cultural expectation, the practice has sometimes mushroomed into widespread and petty extortion. The practice of gift giving has often been exploited to mask a corrupt practice in the disguise of a cultural expectation. This is illustrated by the Chinese student who, needing the signature of a local official in order to secure a passport to study abroad, took a new television set to the official to thank him for his signature. In Russia, it is commonplace to provide small gifts -- a box of candy, flowers (or a bottle of vodka) -- to authorities as a token of respect, if not a request for special assistance.

Tanzi (2008) also cited that behavior resulting from incompetence is also one of the manifestations of corruption in education. The author contends that what appears as corruption is sometimes merely the incompetence of key actors or the inadequacies of the infrastructure in which they work. When record keeping systems are weak or nonexistent, key personnel assign little importance to maintaining records. It is then often difficult to know whether education officials' inability to account for money or supplies reflects deception or poor management practices. In giving an example, Tanzi (2008) noted that despite the expenditure of several million dollars of donor funds on textbook production and distribution in Laos and government receipts indicating the books had been delivered to the District education offices, international teams were unable to locate very many of the new books during site visits to the schools. It was never completely clear whether this was a case of poor record keeping or diversion of textbook funds.

On the prevalence of corruption in education sector, Johnston (2007) affirms that several organizations have developed corruption perception indices that purport to rank countries in terms of the extent of corruption. However, objective estimates of the prevalence of corruption specific to the education sector are hard to determine (USAID, 2009). Anecdotal evidence by

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World Bank (2010) suggests that while corruption is present in the education system of many countries, it is widespread in some countries of South and Southeast Asia and endemic in many countries of the Former Soviet Union and Africa.

World Bank (2010) report also indicated that across 17 countries in the survey, the percent of citizens who believe corruption is widespread ranged from 1% to 53%, with about half the countries in the 20-40% range. The highest percentages of educators who report being asked for a bribe were in Southeast Asia (e.g., Bangladesh, Cambodia, and Indonesia).

In response to corruption in education, OECD Development Centre (2007) indicated that corruption is not inevitable and corruption is not a life sentence for a country or government. The report shows that a key factor in the differing corruption levels across countries and within the same country over time is the quality of top leadership. The International Institute for Educational Planning (2001) also indicated that leaders who respect the rule of law, emphasize transparency in the operation of the offices they oversee, take action against subordinates found violating rules, and exhibit integrity in their own transactions can make a difference. Honest leaders can be a powerful force in reducing corruption. Conversely, when top leadership is corrupt, they lack the moral platform to demand honesty in others.

Another way of minimizing corruption is that educators and government officials need a clear code of conduct (Kaufmann and Pedro, 2011). Kaufmann and Pedro (2011) argue that this may originate in a country's administrative or criminal code or be introduced by professional associations or unions. For example, in the United States, every state has a teachers' code of conduct. Teachers who violate it can lose their teaching license. At the same time, professional organizations have codes of conduct that apply to the specific activities promoted by those organizations. For instance, the American Educational Research Association has formulated a code of conduct for educational researchers; the American Evaluation Association has published a code of ethics for conducting education evaluations.

During a workshop of 14th International Anti-Aid Conference held recently in Bangkok, the experiences from Ghana, Mongolia, the Philippines, Romania and Vietnam were shared, all reporting similar issues and making similar recommendations in combating corruption to enhance the quality of education (Johnston, 2007). Prevention education was seen as key, but the consensus was that the answer lay primarily in promoting enforcement strategies. Strengthening administrative and criminal sanction mechanisms, including review of the existing legal

framework, strengthening inspection and monitoring mechanisms, legal enforcement, financial management and systematic book-keeping and building capacity in supervision and management were recommended as effective measures in controlling corruption in the education sector.

Studies carried out by ActionAid Uganda (2012) in various public institutions in Nebbi District indicate that non transparency and accountability of local government officials remain some of the core challenges to the socio-economic development of the area. According to the report, the level of corruption was highest in health and education sectors as compared to other public sectors other areas in which investigations were carried out. The report clearly described the corruption in health and education sector as unchecked corruption. One of the key primary school under UPE with higher levels of Corruption was Pacego primary school in Nebbi District. However, the organization in partnership with other local organization within the District had started working hand in hand and this enabled establishment of citizen's accountability platforms organized by International Anti-Corruption Theatre Movement (IATM). Thus, it was resolved that different stakeholders should cooperate so as to improve the quality of education of their children and for the good of their community through fighting graft in education sector as well as in other sectors.

Similarly, report by IATM (2013) showed that the level of corruption in education sector had gone higher. As a result, IATM in partnership with ActionAid Uganda had organized procession into Nebbi town. This procession was led by a parade of school girls who carried a banner so as to wake the entire District to the danger of corruption to socio-economic development of the area most especially in education sector. The organization in collaboration with the local NGOs such as Nebbi District NGO Forum (NDNGOF) Women's Rights and HIV/AIDS partners include the Women Won't Wait Coalition, The Pacego Women's Club (PWC), The Apalala Women's Group (AWG), Mungujakisa Nyandima Reflect Group (MNRG), People Living with HIV/AIDS Role Model Group (PLWHARMAG) and The Nyapea Safe Motherhood and Child Care Association (NSMCCA) had also started organizing youngsters acting out corrupt tendencies of public officials in the local government and police. The religious leaders have also been called upon to spearhead the campaign against corrupt officials in Nebbi.

Zombo District which was formally under Nebbi District like its mother experienced multiple accountability challenges related to delivery of quality health care and education (ActionAid Uganda Report, 2013). These challenges included a poorly constructed building in the centers, and

absence of a latrine which exacerbated the ill health of patients.The situation arose out of misappropriation of funds allocated for construction of the facility by government contractor. As a result of the citizens 'platform created by IATM, Apalala Women's Group led a campaign to hold duty bearers accountable to the misappropriation of funds allocated for the construction of schools and Health Centre. Additionally, the District Management Committee members and AAIU Nebbi also joined the campaign led by Apalala to holder duty bearers accountable.

## 2.4 Quality of Education

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). Below are some of indicators that help to measure the quality of the education that is being provided in a country.

Glatthorn & Jailall (2000) noted that as a measure of quality of education, a country's curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study, and problem-solving that stresses skills development as well as knowledge acquisition. Glatthorn & Jailall (2000) also emphasized that curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning.

Similarly, Kraft (2005) believed that curriculum structure should be gender-sensitive and inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues such as HIV/AIDS and conflict resolution. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced. In this regard if these aspects are met, there will be better educational inputs and outputs which are some of the core measures of the quality of education.

Local level interests may also have an impact on and contribute to the quality of educational content. A study by Muskin (2009) for example was based on community priorities in the Mali Community Schools project and it found out that the Mali Community schools successfully incorporated local knowledge into traditional subject areas. Muskin (2009) recommended that for better education quality, the education quality content should include several pivotal areas. These include literacy, numeracy, life skills and peace education as well as science and social studies.

A study by Muskin (2009) in West Africa on education quality standards found out that there is also no significant relationship between educational efficiency and educational output. According to the author, this relationship is not unexpected since efficiency is a function of monetary input. However, this study found out that there is a strong relationship between education efficiency and education's social impact. This finding is, however, not related to monetary input but to population density. The study further stressed that States with lower population density generally do better with the resources they have.

One of the aspects used by Furniss & Green (2003) to measure the quality of the education is teachers' quality. In explaining how teachers' quality can be used as a measure of education quality, the Furniss & Green (2003) noted that it all relies on the ability of states to punish or reward teachers and administrators for student achievement; conducts checks on teachers' backgrounds and college course work, and how much power the state gives for individual schools to hire and fire teachers that the quality of teachers is determined.

House & Coxford (2005) used education input as a measure of education quality. In their studies, the author established four standardized measurements and these average teacher salaries; pupil/teacher ratios; education cost per student; and the Thomas Fordham results. Thus for him, the average for each of these variables significantly determined education input that also determines the quality of education in a particular country.

Another measurement for education quality according to Steen (2009) is the education output. In illustrating the determination of education output, Steen showed that output can best be calculated by using the standardized average of: percent of 4th graders at or above grade level as measured on NAEP tests on; reading, and math as well as mean ACT score for the state. Although the Steen (2009) was not detailed in his illustration, he however noted clearly the elements that can be used to measure education quality through education output.

Some researchers such as Carron & Chau (2006) have used education social impact as a measurement of education quality. Much as Carron & Chau (2006) consider this kind of measurement as problematic, they believe that it is simply measured by using the standardized average of three measures such as per capita income; percent of population with college degrees and the average number of books checked out of libraries per capita. This suggests that the more these items the better education social impact and the higher the quality of education.

Bergmann (2006) used number of students who passed the national examination as a measurement of education quality. In his explanation, Bergmann (2006) believes that there are certain national exams that are uniform and are conducted for all the people doing the same course. This is an important indicator of the quality of the education that is provided. The reason for this is that when there is a uniform examination system and a grading system for the students, it becomes easier to identify the best performing institution. Thus, this will also enable in comparing the various institutions against each other.

The percentage of the students from educational institutions who further their education in the other educational institutions that are higher centers of learning is another important factor that is used in identifying the best educational institution (Steen, 2009). Steen contended that there are many students who have not been to a good educational institution and so they are unable to further their skills and also education.

## 2.5 Effect of Corruption on the Quality of Education

As far as the vulnerability to corruption in education sector is concerned, Sweetser (2007) lamented that national education systems across the developing world are particularly vulnerable to pervasive corruption, largely for three reasons. (1) As one of the few governmental agencies with high visibility representation all the way down to the community level, education is an attractive structure for patronage and manipulation of local sentiment. (2) Decisions perceived to have significant consequences for people's lives are made by "gatekeepers" who control decisions at each of those levels (e.g., District education officers, headmasters, and teachers). (3) A considerable amount of education funds are spent in small amounts, across many scattered sites, most of which have weak accounting and monitoring systems. While there are ample examples of large-scale corruption within central education ministries, this paper argues that the most serious consequences arise from the pervasive, petty corruption that permeates the day-to-day transactions at the classroom, school, and District levels.

Bransten (2007) also indicated that the real damage to a society occurs when entire generations of youth are mis-educated by example to believe that personal success comes not through merit and hard work, but through favoritism, bribery, and fraud. Bransten (2007) continued to say that widespread petty corruption breaks the link between personal effort and anticipation of reward. This, in turn, limits the economic and social development well beyond the immediate corruption. Such lessons have the potential to undermine civil society well into the future.

In pointing out some of the costs and consequences of corruption, the report by United Nations (2012) indicated that the most direct, and in some ways the most inconsequential, cost of corruption is the waste of the financial resources that get misdirected. The report also cited that the more serious costs are incurred when (a) children unable to afford bribes are denied access to schooling, (b) talent is misallocated due to promotion being awarded on the basis of bribery rather than merit, and (c) a generation of children come to believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery. USAID (2002) also indicated that when corruption is so pervasive that it comes to be viewed as a basic mechanism of social and economic interaction, it instills a value that is highly destructive to social and economic development of a country.

According to Carron and Chau (2006), corrupt practices that affect infrastructure development can significantly affect the quality of education. This finding came out as after their studies in India where they discovered that the quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. A study in India that sampled 59 schools and found that of these only 49 had buildings and of these, 25 had a toilet, 20 had electricity, 10 had a school library and four had a television (Carron & Chau, 2006). In this case, the quality of the learning environment was strongly correlated with pupils' achievement in Hindi and mathematics.

In Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library because of corruption were significantly more likely to show lower test scores and higher grade repetition than those whose schools had clearer accountability (Willms, 2000). Other studies, carried out in Botswana, Nigeria and Papua New Guinea, concur with these latter findings (Pennycuick, 2003). Posttlewaithe (2008) noted that as many countries significantly expanded access to primary education during the 1990s, the building of new schools has often not kept pace with the increase in the student population and this has been attributed to poor planning and corruption among officials. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. A UNICEF/UNESCO survey conducted in 1995 in 14 least developed countries found that class sizes ranged from fewer than 30 students in rural and urban Bhutan, Madagascar, and the Maldives, to 73 in rural Nepal and 118 in Equatorial Guinea (Postlewaithe, 2008).

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## 2.6 Gaps in the Existing Literature

In the literature reviewed, it can be noted that most of the studies employed qualitative approaches of data analysis. Thus, none of the authors whose work is analyzed in the literature clearly showed the extent to which corruption affects the quality of education. Thus, this study attempted to bridge this gap being left by these authors by quantifying the extent to which corruption impacts on the quality of education in public primary schools in Nebbi Town Council. Additionally, it can also be noted the most of the literature reviewed was foreign based. This means that little has been done on the effect of corruption on the quality of education in public primary schools by local authors in case of Nebbi District, Uganda. The need to enrich and add knowledge about corruption and the quality of education in Uganda and particular reference of Nebbi Town Council prompts this study. Even those that have been carried out by ActionAid and IATM have not given detailed areas in education that have been greatly affected. Thus, this study attempted to clearly outline the areas related to the quality of education that have been affected by corruption in the Nebbi Town Council such that appropriate remedies could be established. Further still, the literature reviewed indicates that there are no recent studies carried out on the effect of corruption on the quality of education. Thus, as there was need to meet the inevitable ever changing demands that come in along with waves of globalization concerns, this study becomes necessary such that competencies need to be flexible both in content and context if organizations are to develop and compete accordingly.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.0 Introduction

This chapter outlines the methods that were adopted in order to answer the research questions detailed in chapter one. It looks at the research design, research population, sampling techniques, data collecting instruments and procedure of data collection, mode of data analysis and presentation as well as ethical consideration and limitations of the study.

### 3.1 Research Design

The research used case study design, which helped to assess the impact of corruption on the quality of public primary schools in Nebbi Town Council. Though case based, the research found triangulation (Amin, 2005) very important because, quantitative data like number of reports submitted were measured numerically. Data relating to quality of education needed descriptive and was determined using qualitative methods. This design was proposed for this study because helped in collecting and presenting information on the views and opinions of respondents as it exists in a particular case. This further allowed the researcher to produce data that is holistic, contextual, descriptive, in-depth and rich in detail (Patton, 1990, p. 45).

### 3.2 Study Population

According to Nebbi District Local Government Directorate (2011), the total population of Nebbi Town Council is 27873 and from this male are 12901 and females are 14972. Since 60 percent of the population is still young and could not give detailed information regarding corruption and the quality of education in public primary schools, the study population was 11149 (40 % of 27873). However, for effective and relevant representation, the following categories of people formed the study population: town council officials, teachers, community leaders, civil society organizations and NGO officials operating in the town council.

### 3.3 Sample Size

Sample size was determined using Slovene's formula for sample size determination

$$n= \frac{N}{1+Ne^2}$$

Where

n= Sample size

N=Total population size

$e^2$= 0.05 level of significance

1= is constant

$$n= \frac{11149}{1+ 11149 \, (0.05^2)} = 386$$

Thus, the sample size for this study was 386 respondents sampled across different groups of people in the town council and the distribution of this is shown in Table 3.1.

**Table 3.1: Population Size and Sample Size**

| Category | Population Size | Sample Size |
|---|---|---|
| Town Council officials | 78 | 62 |
| Teachers | 276 | 168 |
| Community leaders | 222 | 58 |
| NGO officials | 124 | 62 |
| Members of Civil Society Organization | 53 | 36 |
| **Total** | **753** | **386** |

**Source:** NGO Forum; Nebbi Town Council; DEO's Office and Civil Society Network

### 3.4. Sampling Techniques

The sampling procedure that was employed in this study was systematic random sampling methods. Systematic random sampling was used because the number of study population was relatively larger and there was need to be unbiased while choosing respondents. In using systematic random sampling, the researcher first sought the names of all the potential respondents in their categories and listed them on paper. Thereafter, the researcher would count three names as respondents leave out the next one out in various categories. This process continued until the required sample size was reached.

### 3.5 Data Collection Instruments

Since the study was both qualitative and quantitative in nature, data collection approaches involving questionnaires and interviews were used.

### 3.5.1 Questionnaire Survey

The researcher used closed-ended questionnaires as instruments to collect data. They were based on the four Likert scale involving: strongly disagree (1); disagree (2); agree (3) and strongly

agree (4). The questionnaires were self-administered to respondents since the sampled respondents were all those ones who were able to read and write. The questionnaire had four sections. The first section was about demographic characteristic of respondents; the second section was set to examine the level of corruption in education sector in Nebbi Town Council; and the last section asked questions about the quality of education in public primary schools. This method was preferred because it is quick and saves respondents' valuable time since all the answers were provided, thus respondents only needed to choose among the given alternatives.

## 3.5.2 Interview Guide

This instrument was used mainly for top most administrators in the District; NGO officials, Head teachers; and some selected community leaders. The interviews were face to face and this helped the researcher in getting detailed and evidenced based information on corruption and the quality of education from different categories of people. The information obtained through interview method helped to compliment the one that was obtained through questionnaire. Since questions in interview could be repeated and clarity on some questions sought so as to have richness in the information collected, the researcher then compared and contrasted the interview guide findings with that of questionnaire so as to draw reliable conclusions regarding corruption and the quality of education in public primary schools Nebbi Town Council.

## 3.6. Research Procedure

The researcher obtained an introductory letter from Kampala International University, which served as an introduction document to the town council officials, NGO officials, Head teachers and community leaders and others in Nebbi Town Council. After obtaining permission to carryout study in the town council, the researcher met the potential respondents and explained to them what the research would be all about or the reasons to carry it. Then after that, respondents consent was sought before they could be sampled randomly. Thereafter, questionnaires were administered to all the respondents who consented and they were collected within 14 days to allow enough time for these who were quite busy. After data collection, data coding began and this was followed by the presentation and their analysis using frequencies and percentages for respondents profile; mean values and standard deviation for level of corruption and quality of education. Lastly, correlation between level of corruption and quality of education was established using Pearson Correlation and regression product moment.

## 3.7. Validity and Reliability of Instrument
## Validity

According to Sekaran (2003), validity of an instrument refers to the effectiveness of research instruments in obtaining data so as to achieve the stated research objectives. The researcher with the help of supervisor used the Content Valid Index (CVI) which is a scale developed by computing or rating the relevant items in the instrument by checking their clarity, their meaningfulness in line with all objectives stated dividing by the total number of items. After the computation the instrument was considered valid as its value obtained was above 0.70, the estimated alpha coefficient value. The following formula was used to compute the content validity index.

$$CVI = \frac{\text{Number of items rated as relevant}}{\text{Total number of items rated in the questionnaire}}$$

**Table 3.2: Determination of Validity of Instrument**

|  | Relevant items | Not relevant items | Total |
|---|---|---|---|
| Rater 1 | 28 | 3 | 31 |
| Rater 2 | 27 | 4 | 31 |
| Total | 55 | 7 | 62 |

**Source: Primary Data**

$$CVI = \frac{55}{62} = 0.89$$

The CVI was 0.89 and this was greater than 0.70 (the estimated alpha coefficient). Thus the instrument was considered valid.

## Reliability

Reliability ensures the degree of consistency/stability; hence it involved examining the instruments for several times so as to arrive at relevance, clarity and avoid ambiguity of items in the instrument. In achieving this, a pilot study was done at one of the neighbouring sub-counties of Nebbi Town Council which did not take part in this study so as to detect any major challenges

that were likely to result from the research instrument. A total number of 10 respondents of different category were used for the pretesting and the findings were determined through SPSS. The research instrument was considered reliable as the obtained Cronbach's coefficient was above 0.70. The answers given by these members were verified and computed in SPSS to determine the Cronbanch's alpha. The findings are presented in Table 3.3.

**Table 3.3: Showing Reliability Statistics**

| Cronbach's Alpha | No of items |
|---|---|
| 0.834 | 31 |

**Source: Plot Study**

### 3.8. Data Processing and Analysis

The researcher employed both quantitative and qualitative techniques in data analysis. Data from questionnaires were subjected to the statistical package for social scientists (SPSS) for coding and analysis. The data entered in SPSS was thereafter presented in tables. Respondents profile was determined using frequencies and percentages while mean values and standard deviations were used to determine the level of corruption and the quality of education. Pearson correlation and multiple regression values were used to establish the extent to which corruption impacts on the quality of education in Nebbi Town Council. To help to interpret the data on the level of corruption and quality of education, the following numerical values and their interpretation were used to understand the data;

| Mean Range | Response Mode | Interpretation |
|---|---|---|
| 3.26-4.00 | Strongly Agree | Very high |
| 2.51-3.25 | Agree | High |
| 1.76-2.50 | Disagree | Low |
| 1.00-1.75 | Strongly disagree | very low |

To establish the relationship between the research variables, r. values, beta values and significant values were used.

Qualitative analysis was based on the evidential reports obtained from the top most administrators in the District; NGO officials, Head teachers; and some selected community leaders. Qualitative data analysis began with data organization. After data organization, data was grouped in categories and this gave rise to creation of themes and patterns. Lastly, data was

described, explained more deeply and exhaustively using logical process and conclusions as well as recommendations were also drawn.

## 3.9. Ethical Consideration

The following strategies were adapted to ensure the moral justification of the investigation.

Authorization: This involved getting clearance from the ethical body/ethics committee and consent of the respondent.

Informed consent: The researcher sought for authorization from potential respondents. The *researcher* ensured free will consent from participants.

Anonymity and Confidentiality: The names or identifications of the respondents were anonymous and information collected from them treated with utmost confidentiality.

Ascriptions of authorships: The researcher accurately attributed the sources of information in an effort to celebrate the works of past scholar or researchers. This ensured that no plagiarism occurs.

## 3.10 Limitations of the Study

*Intervening or confounding variables* such as honesty of the respondents and personal biases would have been beyond the researcher's control. To minimize such conditions, the researcher requested respondents to be as honest as possible and to be impartial/ unbiased when answering the questionnaires.

The research environments were also classified as uncontrolled settings where *extraneous variables* would influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaires. The researcher created rapport with respondents such that these conditions could be minimized.

*Testing* was also one of the limitations in this study. The use of research assistants could have rendered inconsistencies such as differences in conditions and time when the data was obtained from respondents. This was minimized by orienting and briefing the research assistants on the data gathering procedures.

*Instrumentation* was another limitation of this study. The research tools that were used in this study were mainly researcher-made. However, validity and reliability test were done to arrive at a reasonable measuring tool.

# CHAPTER FOUR

## PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

### 4.0 Introduction

This chapter presents analyses and interprets the data collected from the field. It begins with the profile of respondents; followed by the findings on the level of corruption in education sector in Nebbi Town Council; then, the quality of education in public primary schools in Nebbi Town Council; and lastly, the extent at which corruption impacts on the quality of education in public primary schools of Nebbi Town Council.

### 4.1: Demographic Characteristics of Respondents

**Table 4.1A: Frequency Showing the Demographic Characteristics of Respondents**

| Gender of Respondents | Frequency | Percent |
|---|---|---|
| Male | 207 | 57.5 |
| Female | 153 | 42.5 |
| **Total** | **360** | **100.0** |
| **Age Group of Respondents** | | |
| 20-39 Years | 211 | 58.6 |
| 40-59 Years | 132 | 36.7 |
| 60 Years and above | 17 | 4.7 |
| **Total** | **360** | **100.0** |
| **Marital Status of Respondents** | | |
| Single | 77 | 21.4 |
| Married | 235 | 65.3 |
| Divorced/Separated | 36 | 10.0 |
| Widowed | 12 | 3.3 |
| **Total** | **360** | **100.0** |

Source: Primary Data, 2014

**Table 4.1B: Frequency Showing the Demographic Characteristics of Respondents**

| Education of Respondents | | |
|---|---|---|
| Primary | 9 | 2.5 |
| Secondary | 37 | 10.3 |
| Certificate | 137 | 38.1 |
| Diploma | 110 | 30.5 |
| Bachelor Degree and above | 67 | 18.6 |
| **Total** | **360** | **100.0** |
| **Position/Posts of Respondents** | | |
| Teacher | 163 | 45.3 |
| Town Council Official | 57 | 15.8 |
| NGO official | 57 | 15.8 |
| Community leader | 53 | 14.8 |
| Member of CSO | 30 | 8.3 |
| **Total** | **360** | **100.0** |

**Source: Primary Data, 2014**

Table 4.1 demonstrates that 57.6 % of the participants in this study were men and women were 42.4 %. Although men were slightly more than women, the gender gap could not affect the research findings since the issue under investigation was not gender sensitive. In this regard, information obtained from one sex was complimentarily to the other.

Table 4.1 also indicates that most respondents (58.6 %) of the respondents were still in their youthful age 20 to 39 years; 36.9 % of the respondents still in their mid-adulthood age (40 to 59; and lastly, 4.7 % of the respondents were the elderly people from the age group of 60 and above. This implies that people from different age group participated in this study as respondents. Thus, information presented in this study is wider in its diversity since people in different age group tend to have different views about issues regarding corruption and how it impacts on the quality of education.

Results in Table 4.1 also indicates that 65.3 % of the respondents were either married or cohabiting; 21.4 % of them were still single; they were followed by those who were divorced or separated (10 %); and finally, 3.3 % of the participants in this study were widowed. As people with different marital status have different perception about issues, it can also be said that the

information on corruption and the quality of education presented in this study is generally fair and balanced.

Further still, Table 4.1 demonstrates that 38.1 % of the respondents were certificate holders; 30.5 % of them were diploma holders; 18.6 % of the respondents either had bachelor degrees or other qualifications above bachelor degree; 10.3 % of them stopped in secondary school level; and 2.5 % of the remaining respondents had primary school education. This suggests that majority of the respondents in this study were educated enough to understand the concepts of corruption and quality of education. Therefore, the information presented in this study can be relied upon.

Lastly, Table 4.1 shows that respondents selected had different posts or positions. Of the 360 respondents, 45.3 % of the respondents were teachers; town council official matched with NGO staffs as each of them formed 15.8 % of the total percentage of respondents; 14.8 % of the respondents were community leaders; and 8.3 % of the respondents were members of civil society organizations. Since respondents from different positions and posts participated in this study, this means that this study has captured most of the information on corruption and issues regarding the quality of education in the area of the study.

## 4.2 Level of Corruption in Education Sector in Nebbi Town Council

Level of corruption in education sector in Nebbi Town Council was examined as the first research objective. Mean ranges were used to determine the findings. Mean ranges from 1.00-1.75 indicate that respondents strongly disagreed with the items investigated thus, the level of corruption in Nebbi Town Council is very low; mean ranges from 1.76-2.50 show that respondents disagreed with the items investigated thus, the level of corruption in Nebbi Town Council is low; mean ranges from 2.51-3.25 indicate that respondents agreed with the items investigated thus, the level of corruption in Nebbi Town Council is high; and lastly; mean ranges from 3.26-4.00 portray that respondents strongly agreed with the items investigated thus, the level of corruption in Nebbi Town Council is very high. The summary on this is established in Table 4.2 in the next page.

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**Table 4.2: Mean Values Showing the Level of Corruption in Education Sector in Nebbi Town Council**

| Level of Corruption | Mean | Std. Dev | Interpretation |
|---|---|---|---|
| **Bribery** | | | |
| Cases of bribery have been reported in public primary schools in Nebbi Town Council | 2.90 | .753 | High |
| The education sector is full of patronage and manipulation of local sentiment | 2.41 | .756 | Low |
| **Mean Average of Bribery** | **2.66** | | **High** |
| **Embezzlement** | | | |
| There are weak accounting and monitoring systems in public primary schools in Nebbi Town Council | 2.87 | .683 | High |
| Some public school administrators have been convicted public money scams | 2.56 | .744 | High |
| **Mean Average of Embezzlement** | **2.72** | | **High** |
| **Misappropriation of funds** | | | |
| Cases where school authorities illegally take control of funds or assets have also been reported in some public primary schools | 2.99 | .706 | High |
| Misdirection of school funds by those in charge have also been reported in some public primary schools | 2.76 | .829 | High |
| Those in-charge in public primary schools in Nebbi Town Council also misuse their powers and decision-making facilities | 2.59 | .823 | High |
| Considerable amount of education funds are spent in small amounts, across many scattered sites | 2.52 | .800 | High |
| **Mean Average of Misappropriation of funds** | **2.72** | | **High** |
| **Favoritism and Nepotism** | | | |
| Administrators in public primary schools hire family members to a role they are not qualified for | 2.72 | .820 | High |
| Cases of blackmailing are also being reported in some public primary schools in Nebbi town Council | 2.55 | .819 | High |
| Staff members who belongs to the same political party are promoted regardless of merit | 2.21 | .785 | Low |
| **Mean average of Favoritism and Nepotism** | **2.49** | | Low |
| **Overall Mean Average** | **2.65** | | High |

Source: Primary Data, 2014

Results in Table 4.2 indicate that the level of corruption in education sector in Nebbi Town Council is generally high and this is confirmed by the overall mean average of 2.65 that refers to high in the rating scale. Corruption was highly manifested in misappropriation and embezzlement of funds (mean averages of 2.72); and then bribery (mean average of 2.66). However, corruption in form of favoritism and nepotism was lowly rated by respondents (mean average of 2.49). Embezzlement of funds was generally high in education sector in Nebbi Town Council because there are weak accounting and monitoring systems in public primary schools in Nebbi Town Council (mean of 2.87); and some public school administrators have been convicted

public money scams (mean of 2.56). Misappropriation was also highly rated because cases where school authorities illegally take control of funds or assets have also been reported in some public primary schools (mean of 2.99); misdirection of school funds by those in charge have also been reported in some public primary schools (mean of 2.76); those in-charge in public primary schools in Nebbi Town Council also misuse their powers and decision-making facilities (mean of 2.59); and considerable amount of education funds are spent in small amounts, across many scattered sites (mean of 2.52). Bribery has also been highly rated because cases of bribery have been reported in public primary schools in Nebbi Town Council (mean of 2.90).However, respondents disagreed that the education sector is full of patronage and manipulation of local sentiment (mean of 2.41). Cases of favoritism and nepotism were lowly rated because staff members belonging to the same political party are not promoted regardless of merit (mean of 2.21). However, administrators in public primary schools hire family members to a role they are not qualified for (mean of 2.72) and cases of blackmailing are also being reported in some public primary schools in Nebbi town Council (mean of 2.55).

The research findings obtained through interview guides on the level of corruption in education sector was also in line with the one obtained through questionnaires as over 80 % of the key informants interviewed supported that the level of corruption in the area is generally high. In affirming their position on the level of corruption in education sector of Nebbi Town Council, one of the key informants interviewed in the District was quoted saying:

> "Cases of corruption in Nebbi Town Council education have been reported in the
> last few years. In 2012, four head teachers of some public primary schools in the
> town council have been arrested for embezzling UPE funds; and three others have
> been arrested for misappropriating UPE funds; and two of them have been
> convicted for embezzling national examination fees. In 2013, two more head
> teachers were arrested for embezzling national examination fees; two other head
> teachers were arrested for misappropriating UPE funds".

Similar trends were also observed in 2014 when some head teachers were also probed for embezzling and misappropriating UPE funds.

NGO top officers also acknowledged that the rate of corruption in the town council has been generally high in education sector. According to them, corruption has been high most especially among head teachers and this has been reported in form of embezzlement and misappropriation

of funds. However, some of the NGOs such as Actionaid International have been actively involved in empowering and strengthening capacity of local people and parents to deal with cases of corruption. According to the information from one of the key administrators from the ActionAid International-Nebbi obtained through interviews:

> "We have resorted to offering training sessions to Town council officials and community leaders about ways of trapping and curbing corruption cases in Nebbi District as a whole. Through our strategy and collaborations, the rate of corruption has significantly reduced."Thus, expectations are that the rate of the vice is likely to reduce significantly in the next few years.

Much as information from the District and NGOs such as ActionAid Uganda, Nebbi District NGO Forum (NDNGOF) among others somewhat pinned head teachers for being corrupt, some head teachers associated such claims to blackmailing and tarnishing their images before the public for selfish interest. One of them was quoted saying:

> "Some of us have been witch hunted for doing the right. I have been arrested and interrogated for being corrupt. I proved them wrong by displaying a proper accountability and financial report."

Much as some head teachers acknowledged that cases of corruption have been reported in the town council, others revealed that some of the members being accused have been falsely and for selfish interest. The general findings on the level of corruption in education sector in Nebbi Town Council are that corruption has been a common phenomenon in the area though the rate has now reduced.

## 4.3 Quality of education in public primary schools of Nebbi Town Council

The quality of education in public primary schools in Nebbi Town Council was determined as the second research objective. Similarly, mean ranges were used to determine the findings. Mean ranges from 1.00-1.75 indicate that respondents strongly disagreed with the items investigated, thus, the quality of education in public primary schools in Nebbi Town Council is very low; mean ranges from 1.76-2.50 show that respondents disagreed with the items investigated thus, the quality of education in public primary schools in Nebbi Town Council is low; mean ranges from 2.51-3.25 indicate that respondents agreed with the items investigated thus, the quality of education in public primary schools in Nebbi Town Council is high; and lastly; mean ranges from 3.26-4.00 portray that respondents strongly agreed with the items

investigated thus, the quality of education in public primary schools in Nebbi Town Council is very high. The summary on this is established in Table 4.3 in the next page.

**Table 4.3: Mean Values Showing the Quality of Education in Public Primary Schools in Nebbi Town Council**

| Quality of Education | Mean | Std. Dev | Interpretation |
|---|---|---|---|
| **Enrolment Ratio** | | | |
| Enrollment of pupils is also based on the number teachers available | 2.25 | .816 | Low |
| Enrollment of pupils in public primary schools is based on the ability of children | 2.14 | .650 | Low |
| Enrollment of pupils in public primary schools is based on infrastructure adequacy | 2.07 | .710 | Low |
| **Mean Average of Enrolment Ratio** | **2.15** | | **Low** |
| **Retention Rate** | | | |
| Many pupils enrolled in public primary schools in Nebbi Town Council complete primary level | 2.50 | .814 | Low |
| Several girls complete schools in public primary schools in Nebbi | 2.18 | .793 | Low |
| **Mean Average of Retention Rate** | **2.34** | | **Low** |
| **School Activities** | | | |
| The schools usually compete in games and sports with other schools | 2.96 | .630 | High |
| The schools participate in football, tennis, netball, volleyball and other games | 2.86 | .794 | High |
| Public primary schools in Nebbi Town Council sometimes hire trainers from outside to train pupils in extra curriculum activities | 2.75 | .754 | High |
| The school administrators give prices to the outstanding players | 2.30 | .831 | Low |
| **Mean Average of School Activities** | **2.72** | | **High** |
| **Classroom Activities** | | | |
| Teachers take extra lessons to help students complete syllabus | 2.76 | .723 | High |
| Pupils acquire knowledge from well trained teachers | 2.74 | .790 | High |
| All exercises given by teachers are marked | 2.69 | .857 | High |
| Teaching aids are used to help students understand subjects more clearly | 2.51 | .817 | High |
| Teachers always report to class in time and leave at the right time | 2.50 | .821 | Low |
| Classrooms in public primary schools have adequate learning equipments | 2.26 | .851 | Low |
| **Mean Average of Classroom Activities** | **2.58** | | **High** |
| **Learning of Basic Cognitive Skills** | | | |
| The best pupils in national exams come from public primary schools | 2.31 | .850 | Low |
| Public primary schools in the area perform well in national exams | 2.19 | .931 | Low |
| **Mean Average of Learning of Basic Cognitive Skills** | **2.25** | | **Low** |
| **Literacy and Numeracy Skills** | | | |
| Pupils demonstrate abilities in reading books | 2.33 | .850 | Low |
| Pupils also demonstrate abilities in writing | 2.31 | .850 | Low |
| Pupils in public primary schools can deal well with mathematical concepts | 2.19 | .785 | Low |
| **Mean Average of Literacy and Numeracy Skills** | **2.28** | | **Low** |
| **Overall Mean Average** | **2.39** | | **Low** |

**Source: Primary Data, 2014**

Results in Table 4.3 show that the quality of education in public primary schools in Nebbi Town Council is generally low and this is supported by the overall mean average of 2.39 that refers to low in the rating scale. The quality of education in public primary schools in the town council was lowest in enrolment ratio (mean of 2.15); followed by learning of basic cognitive skills (mean of 2.25); then, literacy and numeracy skills (mean of 2.28); and lastly, in retention rate (mean of 2.34). However, respondents highly rated classroom activities and school activities at mean averages of 2.58 and 2.72 respectively.

Enrolment ratio in public primary schools in Nebbi Town Council is generally low because enrollment of pupils is not based on the number teachers available (mean of 2.25); enrollment of pupils in public primary schools is not based on the ability of children (mean of 2.14); and enrollment of pupils in public primary schools in the town council is not based on infrastructure adequacy (mean of 2.07).

Learning of basic cognitive skills among pupils in public primary schools in Nebbi Town council is low because the best pupils in national exams come from public primary schools (2.31); and Public primary schools in the area perform well in national exams (2.19).

Literacy and numeracy skill among pupils in public primary schools is also low because Pupils demonstrate abilities in reading books (2.33); Pupils also demonstrate abilities in writing (2.31); Pupils in public primary schools can deal well with mathematical concepts (2.19).

Retention rate in public primary schools in Nebbi Town Council is lowly rated because many pupils enrolled in public primary schools in Nebbi Town Council do not complete primary level (mean of 2.50); and several girls do not complete schools in public primary schools in Nebbi (mean of 2.18).

Nevertheless, classroom activities were highly rated because teachers take extra lessons to help students complete syllabus (mean of 2.76); pupils acquire knowledge from well trained teachers (mean of 2.74); all exercises given by teachers are marked (mean of 2.64); teaching aids are used to help students understand subjects more clearly (mean of 2.51). However, teachers do not always report to class in time and leave at the right time (mean of 2.59) and classrooms in public primary schools do not have adequate learning equipments (mean of 2.26).

School activities were also highly rated because the schools usually compete in games and sports with other schools (mean of 2.96); the schools participate in football, tennis, netball, volleyball and other games (mean of 2.86); public primary schools in Nebbi Town Council sometimes hire

trainers from outside to train pupils in extra curriculum activities (mean of 2.75). Nevertheless, the school administrators do not give prices to the outstanding players (mean of 2.30).

The findings obtained through interviews with the key informants on the quality of education in public primary schools was also in agreement with the one obtained through questionnaires as over 70 % of the respondents agreed that the level of education in public primary schools in the area has declined considerably. One of the key informants was quoted saying:

> *"Public primary schools are now for the children of the poor people. Those with money now prefer taking their children to private primary schools to public primary school because children in public primary schools do not perform well."*

This statement alone summarizes that the quality of public primary schools in Nebbi Town Council is generally lower than the private primary schools. Some of the key areas of greater concern among the key informants as regards to the quality of education in public primary schools were in literacy and numeracy skills and learning of basic cognitive skills. Many of the key respondents interviewed agreed that many pupils in public primary schools (upper classes) cannot read and speak as well as those in private secondary schools. One of the key informants whose child was in public primary school was quoted saying:

> *"My child was in primary five in one of our public primary school. He could hardly read and speak good English. When I decided to change him to private secondary school, he did an interview and could not perform at the required level. The school administrators advised me to take him back to primary four. Now he is in primary five and I have seen greater improvement in him. I am now struggling very hard to make sure that all my children attend education in private school rather than killing their future in public schools."*

Similar views regarding low quality of education in public primary schools was also shared by many other key informants. Another key informant interviewed was also quoted saying:

> *"I think the government needs to develop new strategies to uplift the quality of education in public primary schools. In our regime, one could learn to read and write very well in primary four. Those who even stopped in primary six in our regime speak and write better than primary seven publics of this time."*

These statements among others indicate that the quality of education in public primary schools is still low as compared to the private primary schools in Nebbi Town Council. A comparison

investigation on the performance of four private and four public primary schools in National Examinations in the town council was also done and the findings are summarized in Tables 4.4 and 4.5 for public primary schools and private primary schools respectively.

Table 4.4: Performance of Pupils in Public Primary Schools in Nebbi Town Council

| Year | Div1 | % | Div2 | % | Div3 | % | Div4 | % | DivU | % | Div x | % | Total Candidates |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2010 | 7 | 4.1 | 23 | 13.5 | 58 | 33.9 | 37 | 21.6 | 34 | 19.9 | 12 | 7 | 171 |
| 2011 | 6 | 3.4 | 46 | 26.1 | 60 | 34.1 | 28 | 15.9 | 30 | 17 | 6 | 3.4 | 176 |
| 2012 | 8 | 4.4 | 34 | 18.9 | 72 | 40 | 31 | 17.2 | 27 | 15 | 8 | 4.4 | 180 |
| 2013 | 8 | 4.2 | 46 | 24 | 78 | 40.6 | 25 | 13 | 17 | 8.9 | 18 | 9.4 | 192 |
| Total | 29 | 4 | 149 | 20.7 | 268 | 37.3 | 121 | 16.8 | 108 | 15 | 44 | 6.1 | 719 |

Source: Nebbi Local Government Education Department Reports of 2010, 2011, 2012, and2013

Table 4.5: Performance of Pupils in Private Primary Schools in Nebbi Town Council

| Year | Div1 | % | Div2 | % | Div3 | % | Div4 | % | DivU | % | Div x | % | Total Candidates |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2010 | 13 | 9.7 | 36 | 26.9 | 55 | 41 | 21 | 15.7 | 8 | 6 | 1 | 0.7 | 134 |
| 2011 | 13 | 8.1 | 46 | 28.8 | 67 | 41.9 | 20 | 12.5 | 11 | 6.9 | 3 | 1.9 | 160 |
| 2012 | 11 | 7.7 | 44 | 31 | 48 | 33.8 | 17 | 12 | 16 | 11.3 | 6 | 4.2 | 142 |
| 2013 | 14 | 9.7 | 48 | 33.3 | 51 | 35.4 | 18 | 12.5 | 9 | 6.3 | 4 | 2.8 | 144 |
| Total | 51 | 8.8 | 174 | 30 | 221 | 38.1 | 76 | 13.1 | 44 | 7.6 | 14 | 2.4 | 580 |

Source: Nebbi Local Government Education Department Reports of 2010, 2011, 2012, and2013

Results in Table 4.4 and 4.5 indicate that the selected private primary schools outperformed the public primary schools in National examinations since 2010 as the percentage of pupils in

division one in private primary schools was 8.8 % while that for the public was 4 %; in division two, the percentage of pupils from private primary schools was 30 % while that from public primary schools was 20.7 %; considering those in division three, the percentage of private primary schools was 38.1 % while those from public primary schools was 37.3 %; in division four, those from private primary schools formed 13.1 % while those from public primary schools were 16.8 %; in division U, those from private primary schools formed 7.6 % while those in public primary schools formed 15 %; lastly, those in division x from private primary schools were 2.4 % and those from public primary schools were 6.1 %. Considering these results from the last four years, it can be affirmed that the quality of education in public primary schools in Nebbi Town Council has generally been low.

Regarding the enrolment of pupils in public primary schools, many of the key informants also agreed that they just give opportunity to all pupils interested in studying regardless of the classroom capacity and teacher-pupil ratio. In four of the public primary schools, average enrollment in primary one was 102 pupils and those in primary seven was 61. This also indicates that the retention rate on pupils in public primary schools in generally low.

Nevertheless in school activities, public primary schools scored highly as all of them have been actively participating in different school activities such as games and sports with other schools. The schools were also involved in football, tennis, netball, volleyball. Interview results also indicated that public primary schools performed better in schools activities than private primary schools in the last four years.

## 4.4 Relationship between corruption and the quality of education in public primary schools of Nebbi Town Council

The third research objective established whether there is significant relationship between corruption in education sector and the quality of education in public primary schools in Nebbi Town Council. Pearson's Correlation was employed to establish the relationship between the two study variables. The findings regarding these are presented in Table 4.6.

**Table 4.6: Relationship between Corruption and the Quality of Education in Public Primary Schools in Nebbi Town Council**

| Variables Correlated | N | r. value | Sig. Value | Interpretation |
|---|---|---|---|---|
| Corruption Vs Quality of Education | 360 | 0.799** | 0.000 | Significant relationship |

**Correlation is Significant at the 0.05 level (2-tailed)

Results in Table 4.6 indicate that corruption in education sector has strong, positive and significant relationship with the quality of education. In other terms, any unit increase in the level of corruption will lead to reduction in the quality of education in public secondary schools in Nebbi Town Council. This relationship between the variables is indicated in the r. value of 0.799; $p \leq$ 0.000. These figures indicate that any increase in corruption in education sector will lead to reduction in the quality of education in public primary schools by 79.9 percent.

Considering the research finding in relation to the null hypothesis, it can be noted that the research hypothesis that stated that there is no significant relationship between corruption and the quality of education in public primary schools in Nebbi Town Council is rejected since the finding through correlation indicates that the two variables are positively and significantly correlated or related.

Multiple regression coefficients were used to determine the impact of different types of corruption on the quality of education and the findings regarding these are presented in Table 4.7.

**Table 4.7: Regression Coefficient of the Study Variables**

| 1 | Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. |
| | (Constant) | .003 | .031 | | .094 | .925 |
| | Bribery | .005 | .036 | .004 | .130 | .897 |
| | Embezzlement | .789 | .042 | .816 | 18.79 | .000 |
| | Misappropriation | .115 | .047 | .116 | 2.462 | .014 |
| | Favoritism and Nepotism | .058 | .040 | .053 | 1.474 | .141 |
| a. Dependent Variable: Quality of Education | | | | | | |

**Source: Primary data**

The results in Table 4.7 indicate that there is significant relationship between embezzlement of funds and the quality of education in public primary schools ($\beta=0.816$, p<.000); there is also significant and positive relationship between misappropriation of funds ($\beta=0.116$, p<.014). However, bribery and favoritism and nepotism in education sector do not have any significant relationship with the quality of education and this is confirmed by $\beta=0.004$, p<.897 for bribery and $\beta=0.053$, p<.141 for favoritism and nepotism at standardized significant value of 0.05. In this regard, the forms of corruption with high impact on the quality of education in public primary

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schools is embezzlement as its Beta value is higher than all other programs; and this is followed by misappropriation of funds. However, bribery and favoritism and nepotism individually do not have any impact on the quality of education since their significant values are greater than standardized significant value of 0.05.

Apart from the above findings based on questionnaires, oral interviews were also used by the researcher in order to seek for further clarification from respondents on how they would respond to the question regarding the relationship between corruption and the quality of education in public primary schools in Nebbi Town Council. The researcher discovered that the views of respondents in this regard were similar to those that were revealed through questionnaires as over 80 % of the key informants interviewed admitted that corruption in education sector greatly affects the quality of education in public primary schools. Many of the key informants interviewed revealed that when funds meant to develop school facilities are misappropriated or embezzled, the results are inadequacy of facilities to promote learning. This consequently leads to high dropout rates, low development in basic cognitive skills and inability to grasp the key numeracy skills. One of the key informants was also quoted saying:

> *"It is now a common practice in public primary schools to accommodate more than 70 pupils in one class and yet the standard number is 40 pupils per class. This makes many pupils to not to get an opportunity to get teachers' attention and in some cases teachers do not give much exercise as they try to limit the number of work they would mark. Overcrowding also limits concentration of pupils and this is why many of them do not perform well in mathematical subjects that demand maximum concentration in class."*

This statement affirms that the two variables are related thus if corruption increases, funds to provide learning facilities and educational activities will be limited and inadequate and this way the quality of education provided will be lowered.

# CHAPTER FIVE

# DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## 5.0 Introduction

This chapter discusses the key findings of the study, draws conclusions as per research objectives; establishes recommendations so as curb corruption in the education sector so as to improve the quality of education in Nebbi Town Council.

## 5.1 Discussion of Findings

### 5.1.1 Level of Corruption in Education Sector in Nebbi Town Council

Concerning the level of corruption in education sector in Nebbi Town Council, this study found out that the level of corruption inform of misappropriation of funds, embezzlement of funds, bribery and favoritism and nepotism was generally high and this is confirmed by the overall mean average of 2.65 that refers to high in the rating scale. Corruption was highly manifested in misappropriation and embezzlement of funds (mean averages of 2.72); and then bribery (mean average of 2.66). This finding was also in line with the one obtained through interview guide as over 80 % of the key informants mentioned series of cases of corruption among head teachers in areas of UPE funds and examination fees.

Comparing these research findings with those of other authors whose works have been reviewed in the literature, it can be noted that the research findings on the level of corruption in education sector in case of Nebbi Town Council is in agreement with the one by Di Tella and Schargrodsky (2002) as they noted that blatantly illegal acts of bribery or fraud are some of the manifestations of corruptions in education sector. The authors also indicated that there are ample examples of blatant fraud and bribery, in which education officials at all levels demand some form of payoff for themselves, family, or friends in return for their help in shaping the outcome of contracts, implementation efforts, distribution systems, etc.

The study findings in case of Nebbi Town Council is also in agreement with the World Bank (2010) report that showed that while corruption is present in the education system of many countries, it is widespread in some countries of Africa, South and Southeast Asia and endemic in many countries of the Former Soviet Union and Africa.

These findings could be in agreement with the one in Nebbi Town Council because they were all carried out in developing countries where measures to curb corruption are still limited due to several factors including political will and cases of patronage that limits efforts to curt the practice.

Much as some other studies being reviewed in this study are in agreement with the one carried out in Nebbi Town Council, this study has brought out clearly the level of corruption in education sector with the help of mean values and showed the form of corruption that is killing education sector most in the area such that specific measures can be put in place to reduce the practice and this specification was not done by other authors whose works are reviewed in this study.

The implication of corruption in education sector is likely to be detrimental to the development of a country as a whole as education prepares human resource for nation building. Thus, with corruption in the sector, the type of human resource developed is likely to be incompetent and this will affect socio-economic development. Thus, efforts should be jointly in empowering different actors and stakeholders including local community leaders such that corruption in education sector is dealt with at all levels.

**5.1.2 Quality of Education in Public Primary Schools in Nebbi Town Council**
Regarding the quality of education in public primary schools in Nebbi Town Council, this study also found out that the quality of education as regards to enrolment ratio, learning of basic cognitive skills, literacy and numeracy skills, retention rate, classroom activities and school activities was generally low and this was supported by the overall mean average of 2.39 that refers to low in the rating scale. The research findings obtained through interviews were also in agreement with the one obtained through questionnaires as key informants pointed out low performance of public primary schools, low retention in appropriate enrollment procedures, inability of pupils to read and write well among others so as to testify that the quality of education in public primary schools in Nebbi Town Council is low.
Relating this research findings with those of other authors whose studies have been reviewed in the literature, it can be noted that the research findings in case of public primary schools in Nebbi Town Council is in agreement with those of Glatthorn & Jailall (2000) who noted that as a measure of quality of education, a country's curriculum should emphasize deep rather than broad

coverage of important areas of knowledge, authentic and contextualized problems of study, and problem-solving that stresses skills development as well as knowledge acquisition. The authors also emphasized that curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning.

The study finding on the quality of education by Kraft (2005) is also in agreement with the one carried out in case of Nebbi Town Council as he showed that curriculum structure should be gender-sensitive and inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues such as HIV/AIDS and conflict resolution. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced. In this regard if these aspects are met, there will be better educational inputs and outputs which are some of the core measures of the quality of education.

A study by Muskin (2009) is also in line with the one carried out in Nebbi Town Council as he stated that for better education quality, the education quality content should include several pivotal areas. These include literacy, numeracy, life skills and peace education as well as science and social studies. This was also similar to the study by House &Coxford (2005)who used education input as a measure of education quality. In their studies, the author established four standardized measurements and these average teacher salaries; pupil/teacher ratios; education cost per student; and the Thomas Fordham results. Thus for him, the average for each of these variables significantly determined education input that also determines the quality of education in a particular country.

Lastly, a study by Bergmann (2006) is also in agreement with the one carried out in Nebbi Town Council as he used number of students who passed the national examination as a measurement of education quality. In his explanation, the researcher believes that there are certain national exams that are uniform and are conducted for all the people doing the same course. This is an important indicator of the quality of the education that is provided. The reason for this is that when there is a uniform examination system and a grading system for the students, it becomes easier to identify the best performing institution. Thus, this will also enable in comparing the various institutions against each other.

These studies are in agreement with the one carried out in Nebbi Town Council because education educational standard and quality measures are generally similar regardless of study

setting. Low education quality in a country is a sign of underdevelopment as quality of education describes the nature of human resource that spearheads development in terms of decision making, planning programs and their implementation. Thus, different governments and communities should work hand in hand to ensure that education attained by learners meets the required quality to inspire the country.

### 5.1.3 Relationship between corruption and the quality of education in Public Primary schools of Nebbi Town Council

Regarding the relationship between the two study variables, this study found out that corruption in education sector has strong, positive and significant relationship with the quality of education. In other terms, any unit increase in the level of corruption leads to reduction in the quality of education in public secondary schools in Nebbi Town Council. This relationship between the variables is indicated in the r. value of 0.799; $p \leq 0.000$. These figures indicate that any increase in corruption in education sector will lead to reduction in the quality of education in public primary schools by 79.9 percent. The research finding led to the rejection of the research hypothesis that stated that there is no significant relationship between corruption and the quality of education in public primary schools in Nebbi Town Council. Key informants interviewed also agreed that diversion of funds to support educational facilities and equipment can cause serious damage to the quality of education.

Relating the study findings in Nebbi Town Council with the one carried out by other authors whose works have been reviewed in the literature, it can be said that this study is in agreement with the one carried by Sweetser (2007) who stated that the national education systems across the developing world are particularly vulnerable to pervasive corruption, largely for three reasons. (1) As one of the few governmental agencies with high visibility representation all the way down to the community level, education is an attractive structure for patronage and manipulation of local sentiment. (2) Decisions perceived to have significant consequences for people's lives are made by "gatekeepers" who control decisions at each of those levels (e.g., District education officers, headmasters, and teachers). (3) A considerable amount of education funds are spent in small amounts, across many scattered sites, most of which have weak accounting and monitoring systems.

The study finding is also in line with the one carried out by Bransten (2007) who indicated that the real damage to a society occurs when entire generations of youth are miss-educated by example to believe that personal success comes not through merit and hard work, but through favoritism, bribery, and fraud. The author continued to say that widespread petty corruption breaks the link between personal effort and anticipation of reward. This, in turn, limits the economic and social development well beyond the immediate corruption. Such lessons have the potential to undermine civil society well into the future.

A study carried out by Carron and Chau (2006) is also in agreement with the one carried out in Nebbi Town Council as they pointed out that corrupt practices that affect infrastructure development can significantly affect the quality of education. This finding came out as after their studies in India where they discovered that the quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. A study in India that sampled 59 schools and found that of these only 49 had buildings and of these, 25 had a toilet, 20 had electricity, 10 had a school library and four had a television (Carron &Chau, 2006). In this case, the quality of the learning environment was strongly correlated with pupils' achievement in Hindi and mathematics.

These study findings could be in agreement with the one carried out in Nebbi Town Council because corruption affects performance of any institution and deprives communities of socio-economic services they are entitled to. Thus, multi-sectoral approaches involving different stakeholders should be put in place such corruption in education sector is dealt with at all costs.

Since this study found out that corruption in education sector negatively affects the quality of education in Nebbi Town Council by 79.9 %, strengthening capacity at community levels and empowering communities to demand for proper accountabilities could be better strategy aimed at curbing corruption at all levels of education sector.

## 5.2 Conclusions

On the level of corruption in education sector in Nebbi Town Council, this study concludes the level of corruption in education sector is still high and this is because there are weak accounting and monitoring systems in public primary schools in Nebbi Town Council; some public school administrators have been convicted public money scams; cases where school authorities illegally take control of funds or assets have also been reported in some public primary schools; misdirection of school funds by those in charge have also been reported in some public primary

schools; those in-charge in public primary schools in Nebbi Town Council also misuse their powers and decision-making facilities; considerable amount of education funds are spent in small amounts, across many scattered sites; cases of bribery have been reported in public primary schools in Nebbi Town Council (mean of 2.90); administrators in public primary schools hire family members to a role they are not qualified for and cases of blackmailing are also being reported in some public primary schools in Nebbi town Council.

Concerning the quality of education in public primary schools in Nebbi Town Council, this study concludes that quality of education in public primary schools in the town council is still low and this is because enrollment of pupils is not based on the number of teachers available; enrollment of pupils in public primary schools is not based on the ability of children; enrollment of pupils in public primary schools in the town council is not based on infrastructure adequacy; the best pupils in national exams do not come from public primary schools; public primary schools in the area do not perform well in national exams; pupils' abilities in reading books is not satisfactorily; pupils' abilities in writing is not satisfactorily; many of the pupils in public primary schools cannot deal well with mathematical concepts; many pupils enrolled in public primary schools in Nebbi Town Council do not complete primary level; several girls do not complete schools in public primary schools in Nebbi; classrooms in public primary schools do not have adequate learning equipment; and school administrators do not give prices to the outstanding players.

Regarding the impact of corruption on the quality of education, this study concludes that corruption is detrimental to the quality of education by 79.9 %. In other terms, corruption reduces quality of education by 79.9 %. Thus, efforts should be put in place to ensure that multidimensional approaches are put in place and collaboration of different stakeholders in established so that corruption in education sector in the town council is consistently dealt with.

## 5.3 Recommendations

Since corruption has a detrimental impact on the quality of education in Nebbi Town Council, the following recommendations have been forwarded:

### 5.3.1 Recommendations to Curb Corruption in Education Sector in Nebbi Town Council

Since the level of embezzlement in education sector has been high because of weak accounting and monitoring systems in public primary schools in Nebbi Town Council, this study recommends that further training of school administrators on relevant accounting packages and book keeping skills should be done by the ministry of education. This strategy can enhance

competence among school administrators and reduce excuses resulting from incompetence of school administrators. Local government officials should also work hand in hand with Parent-Teachers Associations in all public primary schools such that they can frequently monitor school budgets and program implementations so as reduce loopholes resulting from lack of monitoring.

In order to reduce cases of misappropriation of funds, this study recommends that the level of autonomous given to school administrators especially the head teachers should be reduced by the ministry of education and sports. They should share their power in dealing with public funds with leaders of PTA and work hand in hand in planning and implementing school activities and programs and keep records independently. This approach will reduce cases where head teachers school authorities illegally take control of funds or assets and misdirection of school funds by those in charge. It will also discourage cases where school administrators misuse their powers and decision-making capacities for their selfish interests.

To reduce cases of favoritism and nepotism in education sector, this study recommends that open advertisement and bidding for school activities should be emphasized and adhered to without any compromise by local government officials.

### 5.3.2 Recommendation to Improve the Quality of Education in Public Primary Schools in Nebbi Town Council

The school administrators should emphasize enrolment of pupils on the basis of teacher-pupil ration and school infrastructure adequacy in public primary schools. If this approach is followed, a given number of school age going children will remain at home and this will spark concern among parents as well as development partners and force government through the ministry of education and sports to provide more teachers and increase infrastructure development in such schools so as to match enrolment.

In order to ensure effectiveness in learning of basic cognitive skills among pupils in public primary schools in Nebbi Town council, the school administrators provide necessary environment and facilities. The current curriculum should also be revised by the ministry of education such that pupils' abilities to develop basic cognitive skills are seriously taken care of.

Literacy and numeracy skills among pupils can also be promoted by the ministry of education by providing reading text books of various levels. Teachers should also be required to ensure that they impart literacy and numeracy skills in learners as early as possible. Further still, literacy and

numeracy skills should be examined for promotion of pupils in some classes especially in lower classes such that children can be encouraged to do more in those areas.

Retention rate in public primary schools in Nebbi Town Council should be encouraged through provision of meals at schools for every pupil. To make this possible, the government should work hand in hand with school administrators and parents to ensure that parents contribute to their children's meals at school and supplemented by the government. Cultural barriers that limit girls' retention at schools should also be broken through sensitization of local community members in the area. Facilities that can aid girl-child retention at schools such as provision of pads should also be encouraged by the government through ministry of education and sports.

School administrators should also make sure that they monitor their teachers' activities and performances in and out school and classroom. This will enable teachers to always report to class in time and leave at the right time and respect their professionalism. This approach will enable classroom activities to be smoothly run.

### 5.3.3 Recommendation to Reduce Cases of Corruption so as to improve on the Quality of Education

As a way of ensuring quality education to all learners in the town council, this study recommends that rampant corruption in the education sector of the town council should be dealt with through multi-sectoral approach involving different stakeholders such as the civil societies, NGOs, government, and community members. This approach will encourage cooperation and initiatives that can bridge the loopholes leading to corruption thus; ensuring that money meant to promoted education quality is effectively used.

### 5.4 Areas for Further Research
    (a) A study should be carried out to determine the relationship between motivation, interest and attitude of school administrators and academic performance of pupils in Public primary schools.
    (b) A study should also be carried out to find out the relationship between parenting style and students' academic performance in primary school.

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# APPENDICES

## APPENDIX I: INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. **Paolyel MP Onencan** that will focus on **"Corruption and the Quality of Education in Public Primary Schools in Nebbi Town Council, Northern Uganda."**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:_____

Date_____

# APPENDIX II: QUESTIONNAIRE FOR THE RESPONDENTS

## A: FACE SHEET: PROFILE OF THE RESPONDENTS

Gender (Please Tick one): _____ (1) Male

_____ (2) Female

**Age** (Please Tick one): _____ (1) 20 – 39 years

_____ (2) 40-59 years

_____ (3) 60 and above

Marital status (Please Tick one): ____(1) Married

____(2) Single

____(3) Divorced

____(4) Widowed

Education level (Please Tick one): ____(1) Primary

____ (2) Secondary

____(3) Certificate

____(4) Diploma

____(5) Bachelor and above

Title/Position (Please Tick one): _____ (1) Teacher

_____ (2) Town Council Official                    _____ (3) NGO Official

____(4) Community Leader

**Part 2: Questionnaire to determine the level of Corruption in Education Sector**

Direction: Please write your preferred option on the space provided before each item. Kindly use the rating guide below:

| Response Made | Rating | Description |
|---|---|---|
| Strongly Agree | 4 | You agree with no doubt at all. |
| Agree | 3 | You agree with some doubt |
| Disagree | 2 | You disagree with some doubt |
| Strongly Disagree | 1 | You disagree with no doubt at all. |

| CORRUPTION IN EDUCATION SECTOR | SD | D | A | SA |
|---|---|---|---|---|
| Cases of bribery have been reported in public primary schools in Nebbi Town Council | 1 | 2 | 3 | 4 |
| Cases where school authorities illegally take control of funds or assets have also been reported in some public primary schools | 1 | 2 | 3 | 4 |
| Misdirection of school funds by those in charge have also been reported in some public primary schools | 1 | 2 | 3 | 4 |
| Some public school administrators have been convicted public money scams | 1 | 2 | 3 | 4 |
| Cases of blackmailing are also being reported in some public primary schools in Nebbi town Council | 1 | 2 | 3 | 4 |
| Those in-charge in public primary schools in Nebbi Town Council also misuse their powers and decision-making facilities | 1 | 2 | 3 | 4 |
| Administrators in public primary schools hire family members to a role they are not qualified for | 1 | 2 | 3 | 4 |
| Staff members who belongs to the same political party are promoted regardless of merit | 1 | 2 | 3 | 4 |
| The education sector is full of patronage and manipulation of local sentiment | 1 | 2 | 3 | 4 |
| Considerable amount of education funds are spent in small amounts, across many scattered sites | 1 | 2 | 3 | 4 |
| There are weak accounting and monitoring systems in public primary schools in Nebbi Town Council | 1 | 2 | 3 | 4 |

# Part 3: Questionnaire to determine the Quality of Public Primary School Education

Direction: Please write your preferred option on the space provided before each item. Kindly use the rating guide below:

| Response Made | | Rating | Description |
|---|---|---|---|
| Strongly Agree | (SA) | 4 | You agree with no doubt at all. |
| Agree | (A) | 3 | You agree with some doubt |
| Disagree | (D) | 2 | You disagree with some doubt |
| Strongly Disagree (SD) | | 1 | You disagree with no doubt at all. |

| QUALITY OF PUBLIC PRIMARY SCHOOL EDUCATION IN NEBBI TOWN COUNCIL | SD | D | A | SA |
|---|---|---|---|---|
| **Enrollment Ratio;** | 1 | 2 | 3 | 4 |
| Enrollment of pupils in public primary schools is based on the ability of children | 1 | 2 | 3 | 4 |
| Enrollment of pupils in public primary schools is based on infrastructure adequacy | 1 | 2 | 3 | 4 |
| Enrollment of pupils is also based on the number teachers available | 1 | 2 | 3 | 4 |
| **Retention rate:** | | | | |
| Many pupils enrolled in public primary schools in Nebbi Town Council complete primary level | 1 | 2 | 3 | 4 |
| Several girls also complete schools in public primary schools in Nebbi Town Council | 1 | 2 | 3 | 4 |
| **School activities** | | | | |
| Public primary schools in Nebbi Town Council sometimes hire trainers from outside to train pupils in extra curriculum activities | 1 | 2 | 3 | 4 |
| The schools usually compete in games and sports with other schools | 1 | 2 | 3 | 4 |
| The schools participate in football, tennis, netball, volleyball and other games | 1 | 2 | 3 | 4 |
| The school administrators give prices to the outstanding players | 1 | 2 | 3 | 4 |
| **Classroom activities** | | | | |
| Teachers take extra lessons to help students complete syllabus | 1 | 2 | 3 | 4 |
| Pupils acquire knowledge from well trained teachers | 1 | 2 | 3 | 4 |
| Teaching aids are used to help students understand subjects more clearly | 1 | 2 | 3 | 4 |
| Teachers always report to class in time and leave at the right time | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| All exercises given by teachers are marked | 1 | 2 | 3 | 4 |
| Classrooms in public primary schools have adequate learning equipments | 1 | 2 | 3 | 4 |
| **Learning of basic cognitive skills** | | | | |
| Pupils from public primary schools in Nebbi town council perform well in national exams | 1 | 2 | 3 | 4 |
| The best pupils in national exams normally come from public primary schools | 1 | 2 | 3 | 4 |
| **Literacy and numeracy skills** | | | | |
| Pupils demonstrate abilities in reading books | 1 | 2 | 3 | 4 |
| Pupils also demonstrate abilities in writing | 1 | 2 | 3 | 4 |
| Pupils in public primary schools can deal well with mathematical concepts | 1 | 2 | 3 | 4 |

## APPENDIX III: INTERVIEW GUIDE

1. Many public sectors have been faced with the scam of corruption what forms of corruption have been reported in the education sector in Nebbit Town Council? (Prompting evidence based reports regarding those who have been convicted and suspected of corruption in primary schools in Nebbi Town Council).

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

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

2. What are some of the categories of people in education sector of Nebbi Town Council who have been convicted on corruption? (Prompting evidence based information regarding those been convicted of corruption and those mostly suspected of corruption in Nebbi Town Council).

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

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

3. What is the impact of corruption on the quality of public primary school education in Nebbi Town Council? (Prompting some of the impact of corruption regarding school infrastructure, school facilities, instructional facilities, teacher motivation etc.)

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

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

4. In what ways can corruption be curbed in Nebbi Town Council Primary Schools?

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

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

5. What other thing would you like to say about the impact of corruption on the quality of education in primary schools in Nebbi Town Council?

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

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

## APPENDIX IV: RESEARCH ACTIVITY PLAN

| TASK | DURATION | May-14 | June-14 | July-14 | Aug-14 | Aug-14 | Sep-14 |
|------|----------|--------|---------|---------|--------|--------|--------|
| Proposal writing | 2 Months | ▓ | ▓ | | | | |
| Construction of Data Collection instruments | 2 Weeks | | | ▓ | | | |
| Pretesting of instruments | 2 Weeks | | | ▓ | | | |
| Processing of required introductory letters | 1 Week | | | | ▓ | | |
| Data Collection | 1 Month | | | | ▓ | ▓ | |
| Data analysis | 3 Weeks | | | | | ▓ | |
| Report writing | 1 Month | | | | | | ▓ |

## APPENDIX V: RESEARCH BUDGET

| Expenditure category | No. of Units | Cost Per Unit | Total Cost |
|---|---|---|---|
| **a) Equipment and Supplies** | | | |
| Camera | 1 | 650,000= | 650,000= |
| Punch | 1 | 12,000= | 12,000= |
| Stapling Machine | 1 | 10,000= | 10,000= |
| **Subtotal** | | | **672,000=** |
| **b) Operating Research expenses** | | | |
| Office supplies | | | 230,000= |
| Telephone airtime | | | 120,000= |
| Photocopying | | | 340,000= |
| Field pre-visit travel to and fro to research destinations | | | 300,000= |
| Field visit travel | | | 400,000= |
| Accommodation for researcher | 20 days | 30,000 | 600,000= |
| Accommodation for research assistants | 20 days | 30,000 | 600,000= |
| Binding services | | | 150,000 |
| Facilitation for researchers assistants | 1 | 250,000 | 250,000= |
| **Subtotal** | | | **2,990,000=** |
| Miscellaneous | | | 366,250= |
| **Grand Total** | | | **4,028,250=** |

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## COLLEGE OF HIGHER DEGREES AND RESEARCH

## DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES

22, September, 2014

**INTRODUCTION LETTER FOR PAOLYEL MP ONENCAN REG. NUMBER MPA/23079/131/DU TO CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned candidate is a bonafide student of Kampala international University pursuing a Master's of Public Administration.

He is currently conducting a field research for his dissertation entitled "**Corruption and Quality of Education in Public Primary Schools in Nebbi Town Council, Nebbi District Uganda**".
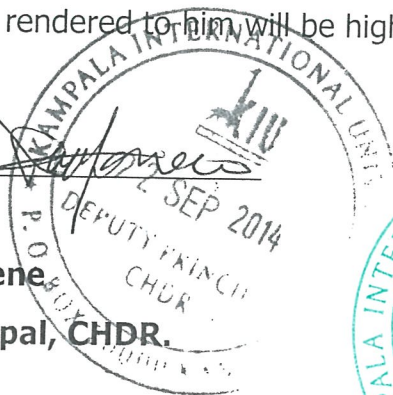
Your organization has been identified as valuable source of information pertaining to His research Project. The purpose of this letter then is to request you to avail him with pertinent information he may need.

Any information shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. ES Kasenene
Deputy Principal, CHDR.