MONITORING AND PERFORMANCE OF UNIVERSAL PRIMARY EDUCATION PROJECT IN MOROTO DISRTICT- UGANDA

BY

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20.9.2013

Date

DEDICATION

To and in honors of my son Aldin Qudra Kazibwe, my beloved wife Nabacwa Mastula, my mother Hajat Madiina Namiiro, my farther sheikh Mbaziira Adam aswell as to my brothers and sisters.

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ABSTRACT

The study focused on monitoring and performance of UPE project In Moroto district ,the study was carried out based on four objectives mainly the demographic aspects of respondents, the level of monitoring of UPE project in moroto, the level of performance of UPE project and to establish the relationship between monitoring and performance of UPE project.

Using a descriptive survey design especially descriptive collation strategy the study took a sample of 171 respondents, all of whom were teacher, parents, DEOs and pupils from 16 UPE schools in Moroto. The findings of the study were ;that most of the head teacher were male which implies gender imbalance among the respondents, regarding the level of monitoring of UPE project in Moroto was very high, the level; of performance of UPE project was rated high however there is need to increase on remuneration of teacher in order to increase their commitment as far as sensitizing the community d concerned. The findings also indicated that there is significant correlation between monitoring and the level of performance of UPE project. this implies good monitoring highly contribute to high performance of UPE project in Moroto district and low level of monitoring reduces it.

LIST OF ABBREVIATIONS / ACRONYMS

DEOs	:	District Education Officers
DIS	:	District Inspector of Schools
EFA	:	Education for all
MDGs	:	Millennium Devolvement Goals
Mts.	:	Mountains
MOEs	:	Ministry of Education and Sports
NGOs	:	None Government Organization
P.6	:	Primary Six
SMCs	:	School Management Committee
SPSS	:	Statistical Package for Social Scientists
U.P.E	:	Universal Primary Education
UNICEF	:	United Nations Children Education Fund
UPE	:	Universal Primary Education
M&E	:	Monitoring and evaluation

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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

In 1990 Over 150 Nations, Uganda inclusive were represented by their heads of state and governments, in Jomtien (Thailand) who made their commitment to achieve education for all by 2000 in their respective countries. Wilson Gordon, (2002). Unfortunately this target was not realized in Uganda and even the impact was coincidentally negative in all countries as well. As a result, the World's Heads of state and governments convened in Darker in April 2000 and reaffirmed their commitment to provide education for all to those who need it. Gordon, (2002)

The 2000 Forum on Education in Dakar, Senegal, reaffirmed the support of Education for All and affirmed that the lack of resources would not thwart that goal. Bilateral and multilateral agencies would mobilize resources for the purpose. Shortly after the Dakar meeting in the same year, the Millennium Development Goals were elaborated and agreed upon.

Universal Primary Education is meant to provide basic education to all Ugandan children of primary school going age ranging from 6 up to 13years. Universal primary Education is a government and donor support programme with the aim to eradicate illiteracy, by equipping every individual with the basic skills and knowledge to exploit the environment for both self and national development. Wilson Gordon, (2001)

According to Republic of Uganda (1989) Universal primary education was established with an initiative of improving numeracy, literacy, and life skills among the children of the school going age.

In 1989, the Education Policy a Review Commission Report recommended education for children aged between (6-13) years. The Government White Paper 1992 on education backed the commission, however; a financial factor was put into consideration. The government panned by 2000 to have educated all pupils aged between 6-13years.

For a long time the Karamajong have had little value for education, preferring to have the young men attend to scaring birds away from their field or rearing cattle. The existing schools in Karamoja were the missionaries founded. It was after independence that government took over and built some more schools.

At the beginning standards were very good because schools were few and manageable. Government had enough resources. Later in1970's and early 1980's, standards began to decline. Due to wars, not much attention was paid to the problem. Some donors have intervened but the work is too much for their meager Standards Have to-date declined and most schools are in a sorry state. An appeal has been made for more intervention and contribution by government. Republic of Uganda, (1997)

Before the advent of Universal Primary Education in early 1997 most primary schools were existed by name. Teachers had no pupils, especially in Moroto, although structures were intact, for example Lokopo Primary School in Bokora County. With UPE the number of schools has increased and enrolment has also greatly increased. The offices of the District Education Officers have tried their best to ensure quality education despite the hardship. Unfortunately teachers recruited for purposes of supporting the programme had their salaries delayed, Republic of Uganda, (2007).

The UPE project started very well in January-February of 1997. Registration was very good but turn-up was low for instance over 26000 pupils registered in

Moroto but turn up was 19000 children. Whereas Kotido registered over 30,000 turn up was 28,000 children. This is amusingly 20% of the school age going children in Karamoja. When the UPE started, the parents had a lot of expectations. They assumed government was going to meet all forms of school charges such as uniforms, exercise books, meals, repairs and construction of more infrastructures.

However when they learnt that parents were expected to contribute towards some of the expenses they thought it was still a burden. Thus there was a drop in the turn up. However, turn up for instance of over 19,000 school age going children existed in Moroto however ,earlier enrollment revolved between8000 and 9000 depending on whether there was food in school or not.

Parents in Karamoja have negative attitude towards education. Children are supposed to look after cattle and at the same time go to school. To them, looking after cattle is a priority. The girls must add to the stock by way of bride price. Going to school would make them stray from the traditional set up.

There is the problem of hunger. Schools must have food in order to attract children. Boarding schools are ideal, more so and also because of the mobile nature of the Karamajong society. Unfortunately, boarding schools are very few in the region. They see no value in education because they have many school drop-outs without jobs. There are the added problems of school fees the parents are very poor. Since they do not value education they cannot sell cattle to pay fees

By 1997, the Government formally introduced Universal primary education, and the reports indicate that there is increased enrollment. Classes are over crowed with lack of sufficient learning material and lack of qualified teachers The PEAP revision paper indicated that out of 2,159, 850 P.1 enrollments in 1997, only about 33% reached P.6 and 22% reached P.7.

The major stakeholders such as District Education Officer, civil and political leaders have continued to campaign for Universal Primary Education programmes arid are down to meet the people from village to village. The alternative basic education for the Karamajong children is expected to support and complement the UPE projects for the region. The districts of Moroto and Kotido have continued to receive UPE funds up to date.

By the 2003, had UPE 111,636 pupils enrolment, The Government has employed teachers to cater for the growing demand and big enrolments. Schools have been built school inspectors have been recruited. NGO's like UNICEF have come up to 3 assist the disadvantaged children with disabilities with BEUPA Programme to complement U.P.E. November formal education report (2000).

According to the study NAPE (1998) only 14% of P.6 pupils performed above minimum standards in English Language. This inspection of 2002, which concluded that there was little evidence on the ground to confirm the quality of education, had improved with numeracy, literacy and acquisition of essential life skills (Programme Assistant Uganda Debt Network).

1.2 Statement of the Problem

Universal primary education was aimed at providing free quality education to all primary school age going children to completion of the primary cycle. Despite the good intention of the project ,Karamoja has continued to experience low enrollment ,teachers appear when they feel like ,the facilities are said to be inadequate and as a result the grades in Universal Primary Education schools are still poor. Could monitoring of the performance of Universal Primary Education project be the problem?

1.3 Purpose of the Study

The study intended to establish the level of monitoring and performance of the Universal Primary Education project in Moroto District.

1.4 Research Objectives

General

The study was to correlate monitoring and performance of Universal Primary Education Project in Moroto- District.

Specific

To be discovered further in this study will be as follows:

1. To determine the profile of the respondents, who monitor the Universal primary Education project in terms of: Gender, Age, Education level, occupation and Experience in education sector.
2. To find out the level of monitoring of UPE project in Moroto.
3. To find out the level of performance of UPE Project in Moroto district.
4. To find out the significant relationship between monitoring and performance of UPE project in Moroto district.

1.5 Research Questions

This research study will seek to answer the following research questions:

1. What is the profile of the respondents in terms of?

    1.1 Gender?

1.2 Age?

1.3 Education level?

1.4 Education quantification?

1.5 Experience in the education sector?

2. What is the level of monitoring of UPE schools in Moroto - District?

3. What is the level of performance of UPE projects in Moroto district?

4. Is there a significant relationship between the level of monitoring and performance of UPE project in Moroto district?

1.6 Scope

1.6.1 Geographical scope

The study was conducted in the selected UPE schools in Moroto. Moroto is in the Karamoja region which lies Karamoja; Karamoja lies to the north east of Uganda and covers an area of 27000square kilometers. It consists of plains, 1,000-1,200 meters above sea level, with large bodies mountains jutting out of the plain, Mts Moroto, Kadam, Napak, Labwor Hills, Tororo Moruangoie rise to over 3000 meters above sea level. The land is generally tilted to the west causing water to flow westwards, but no water is retained in Karamoja, so the area lacks of swamps. The water courses are sandy, Dry River beds. the only available water reta ining structure' natural shallow wells and man-made dams/valley tanks and boreholes.

1.6.2 Theoretical scope

This study was based on a theory of change that was developed by Wholey, 1987), is the causal (or cause-effect) which will be proved right or not.

1.6.3 *Content scope*

The study intended to establish the level of monitoring and performance of Universal Primary Education project in Moroto district; find out the relationship between monitoring and performance of UPE.

1.6.4 Time scope

The study took a period from May to August 2013 where the researcher will collect data in 2 weeks, analyze and finish the work in 1 ½ months.

1.7 Significance of the Study

The following are the categories of people that will benefit from this study.

The teachers of the selected governments aided schools will recognize the roles they have in selecting project inputs to meet expected standards by the school for effective school productivity.

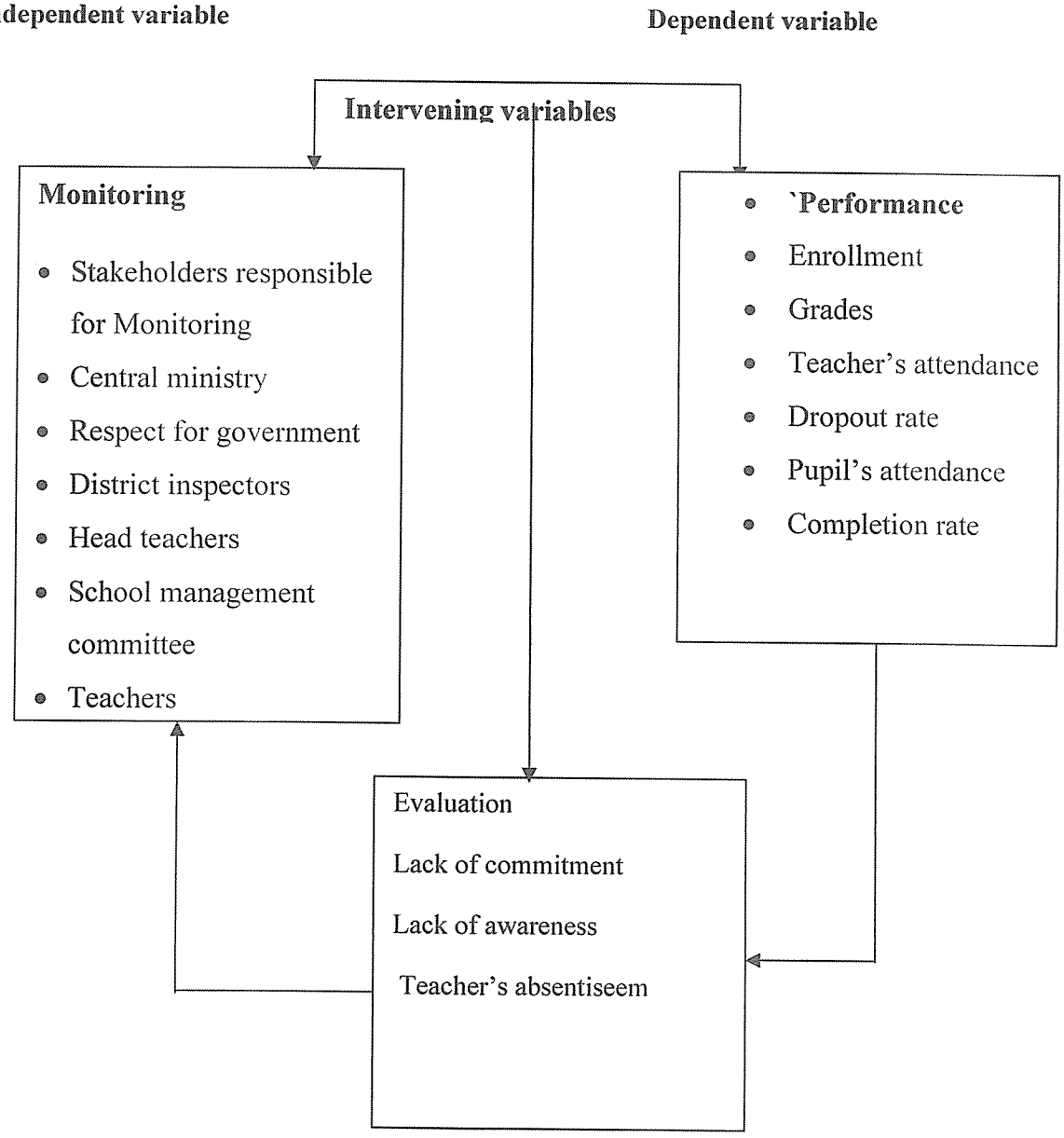
The Universal primary education administrators and directors will aim at selecting the best quality inputs for the UPE project that will help in the realization of the set goals; and using the selected standardized systems in monitoring school activities to achieve the school vision.

The Ministry of Education will utilize the findings as reliable information to monitor school administrators and their activities according to the set standards; and also allocate school administrators according to their competences in

maintaining the set standard which will reduce poor quality education and enable the development of the Ugandan education system.

The future researchers will utilize the findings of this study to support their related studies.

1.8 Conceptual Framework



1.9 Operational Definition of Key Terms

Monitoring is an irregular series of observations in time, carried out to show the extent of compliance with a formulated standard or degree of deviation from an expected norm.

Performance: Performance Management is both a strategic and an integrated approach to delivering successful results in organizations by improving the performance and developing the capabilities of teams and individuals.

UPE: means Universal Primary Education to all school going age between 6-13 years

Project: is the discipline of planning, organizing, motivating, and controlling resources to achieve specific goals.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Concepts, Opinion and Ideas from Authors /Experts

2.1 Introduction

In this chapter, the researcher referred to already existing written by other scholars and writers. This review was guided by the following themes, monitoring of universal primary school, performance of Universal primary education, challenges of UPE, relationship between monitoring and performance of UPE.

2.2 Monitoring of universal primary education

A useful definition of monitoring is provided by Hellwell (1991), modified by (Brown, 2000): *Monitoring is an irregular series of observations in time, carried out to show the extent of compliance with a formulated standard or degree of deviation from an expected norm.*

In line with this definition, we need to define the state desired in terms of objectives or targets, and then undertake monitoring to assess whether these objectives are being met.

Monitoring, in this sense means, the distinct from *surveillance*, which is repeated survey using a standard methodology undertaken to provide a series of observations over time. Surveillance can yield valuable information on trends in the state of biodiversity and Earth science, but does not by itself establish whether objectives or standard Monitoring & evaluation systems will Provide information on the progress in implementation of the UPE programme, identify implementation problems at an early stage, enabling prompt remedial actions to be taken.

The central Ministries mainly Ministry of education and sports ministry of local government and Presidents Office are responsible for the monitoring & evaluation of UPE implementation at the national level. The Ministry of education and sports is supposed visit the districts/municipalities periodically to verify compliance of activities to the UPE implementation guidelines, Appraise the districts/municipalities progress in UPE implementation, provide or arrange support to the Districts/Municipalities where this is necessary to overcome problems. Republic of Uganda, (2002)

The Treasury Inspectorate, the Inspectorate Department Presidents Office and Resident District Commissioners are supposed to carry out periodic monitoring visits, whilst the Auditor General will carry out half yearly value for money audits. The copies of all field monitoring reports should be submitted to Ministry of education and sports on a quarterly basis.

The district or municipality must carry out supervision and monitoring visits to the schools to assess Value for Money, Compliance with expenditure and other guidelines, financial accountability. The school must maintain an updated cash book specifically for UPE. The Sub Accountant should ensure that all schools in the sub county/division maintain the cash books and vote books which must audited regularly. Republic of Uganda, (2002)

The district/municipality has to report on these visits on a quarterly basis, as part of the conditions for further releases. the district will develop annual monitoring visit work plans in advance prior to the start of the Financial year, indicating resources required for this as part of their annual budget submission, The work plans must provide for each school being visited at least once in each term of the school year (three times a year), by the District/Municipal Inspectors/Education Officers.

The district monitors and other expenses related to UPE implementation such as, stationery, photocopying, these are met from a conditional grant to districts or municipalities for enhancing monitoring and accountability of PAF programmes. The release of these funds is conditional on submission of district budgets/budgets for monitoring activities.

Popularity of UPE embodies its meaning only when thorough baseline survey and detailed planning are conducted. Second, early intervention is necessary to ensure accountability mechanism at school and community level. Republic of Uganda,(2004)

School management committee these are Statutory Organs at the school level and they represent Government. The successful implementation of UPE, therefore, greatly monitoring depends on them through: monitoring the finance of the school, initiating development plans and to ensure that no parent ,head teacher ,teacher makes demand that may make may cause undue psychological stress on pupils or cause them to withdraw from school.

Head teachers as managers responsible for the schools and therefore in charge of the project at this level they ensure that school starts on time, allocating time table and plan for high standard of school. At school it is also the responsibility the teacher to monitor performance of school through preparing scheme of work, lesson plans, prepare pupil centered activities and aimed at community participation and ensure safety and security of both pupil, lives and school property. Republic of Uganda, (1998)

2.3 Performance of Universal Primary Education

The introduction of UPE in 1997 was associated with a sudden drop in education quality indicators, such as the pupil-teacher ratio, the pupil-classroom ratio, and

pupil-textbook ratio. However, since 1997 Government has constructed more class rooms, trained and deployed more teachers, and bought more textbooks. This has led to a gradual improvement in those indicators. The pupil-teacher ratio, which gives an indication of contact between pupils and teachers in classrooms, improved slightly from about 65:1 in 2000 to 54:1 in 2003 in government primary Schools.

The pupil-classroom ratio, which indicates the degree of congestion in a classroom, also improved slightly, from about 110 pupils per classroom in 2000 to 94 pupils per classroom in 2003.

Second is that schools in urban areas (private and also UPE) perform much better in national examinations compared to UPE schools in rural areas. The differences arise partly from public expenditure per pupil, which is much higher in urban areas than in rural areas. For example, in 2000 expenditure per pupil in the capital city Kampala was US$63, compared to only US$10 in the remote and poorest northern district of Moroto. The differences also reflect parental contributions however. In rural areas where the majority of the poor reside, the contribution of parents is almost zero, introducing further inequity in terms of total resources per pupil

As initially designed, the UPE policy had specific provisions to address gender and other inequities. For example, of the four children per family that was to benefit from UPE, at least two had to be female, if the family had female children. Furthermore, the policy accorded priority to children with disabilities over children without disabilities. In practical terms, this entailed mobilizing children with disabilities to go to school and expanding school Facilities for children with disabilities.

There is evidence that UPE has contributed to increased equity in education. The post-UPE period witnessed a narrowing gap between the number of girls and boys enrolled in primary schools: in 2003, enrolment of girls in primary schools was slightly over49% of the total, compared to 45% in 1993. By 2003, the number of children with disabilities in primary school was 247,953, and the Government has continued with affirmative action to address Special needs of children with disabilities.byamgisa;A and k ogaw, (2010)

According to Armstrong and Baron (1998), Performance Management is both a strategic and an integrated approach to delivering successful results in organizations by improving the performance and developing the capabilities of teams and individuals. The term performance management gained its popularity in early 1980's when total quality management programs received utmost importance for achievement of superior standards and quality performance. Tools such as job design, leadership development, training and reward system received an equal impetus along with the traditional performance appraisal process in the new comprehensive and a much wider framework. Performance management is an ongoing communication process which is carried between the supervisors and the employees throughout the year. The process is very much cyclical and continuous in nature

Performance management as referenced on this page in a broad term coined by Dr. Aubrey Daniels in the late 1970s to describe a technology such as science imbedded in applications methods for managing behavior and results, two critical elements of what is known as performance.

Performance management is used to truck an organization progress against it strategic plan and specific performance goals boyle,(1999) while performance

measures may be applied to individuals to ensure that deadline is met And all cost s are controlled it is important because it help to understand how the project supports its self. performance monitoring involves periodic measuring of project progress the explicit long term and short term objective and giving feedback on the results to decision makers who can use the information in various way to improve performance .in project performance indictors must be based on the objectives of the project but any set of performance indicator should be based on the log frame that links with the project objectives with project components to their respective inputs, out puts and activities at different implementation stage, Boyle (1999).

To conclude, performance management can be regarded as a proactive system of managing employee performance for driving the individuals and the organizations towards desired performance and results. It's about striking a harmonious alignment between individual and organizational objectives for accomplishment of excellence in performance.

2.4 Theoretical Perspective

This study is based on a theory of change that was developed by Wholey, (1987), who says it is the causal (or cause-effect) logic that links research activities to the desired changes in the actors that a project or program is targeting to change. It describes the tactics and strategies, including working through partnerships and networks, thought necessary to achieve the desired changes in the target actors.

A theory of change provides a model of how a project or a program is supposed to work. In other words it provides a road map of where the project is trying to reach. Monitoring and evaluation tests and refines the road map while communications helps in reaching the destination by helping to bring about

change (Wholey, 1987). The value of testing and refining the model is that it challenges pre-conceptions, aids reflection and helps staff regularly ask themselves 'are we doing the right thing to achieve the changes we want to see?'. Regularly asking this question, and responding to the answer, is essential good practice for any research-for- development project or program.

A theory of change clearly articulates the intended activity (the 'if' part), and the expected change it will bring about (the 'then' part or parts). Articulating a theory of change offers a clearer picture of the intended result from an action, and explains how programme activities and results are connected with each other and contribute to achieving results at different levels. In other words, a well-articulated theory of change represents a testable hypothesis regarding how the planned activities will contribute to the desired results for the project. Jncc,(2003)

Every action we take, from the overall goal of the project to each activity, has a theory of change behind it. The theory of change, then, h a hid that can be used to explain and articulate the logical connection higher level result and a higher level result.

2.5 Challenges of Universal Primary Education

Teachers: The education system of Uganda is being surrounded by the backlog of untrained and service teachers and management of schools is still poor "Education has become a rich man's haste" Byamgisha;A & k. ogaw (2010)

Pupil's and environment : Education is the basic human right and is the fundamental to fight human dignity and freedom, yet education for masses in a developing country like Uganda is pretty complex. Access to school opportunity is usually gender biased that is to say many girls are not considered for education. Despite recommendable effort achievements of UPE many children are not going

to school that is 20% and more. Live alone those who are not attending school, but 20% and more of those attend U.P.E, those do not benefit from the time they spend at school. That is the education given is either irrelevant to learner's needs or is of poor quality or both. (Forum for education NGO's Report, (2003).

Transparency: UPE has brought large sums of money to district, some of which has been handled poorly, this includes over-inflation of pupil numbers and delays in disbursement of capitation grants. District inspectors of schools have an important role to play in ensuring correct use of funds at local government level.

Supervision: Involvement of parents, communities and local leaders is crucial for UPE, but super vision by these stake holders has been weak. Parents in particular tend to lack the confidence and capacities to challenge head teacher about use of funds, other stake holders, especially school management committees, have also failed to demand accountability.

Policy Options: Despite the fact that the government emphasized UPE as a free service, all children didn't turn up for it. The estimated enrollment is 76% from grade 1 to grade 7 with a population of 6-12 years (M0ES 1998 Report of Education Policy Review Commission Kampala).

In 1990, Heads of state and government from more than 150 nations including Uganda, gathered in Jomtien (Thailand) and made commitment to achieve education for all by year 2000, unfortunately this target was negative. As a result, the world heads of states and governments met again in Darker, in April in 2000 and re- affirmed their commitment to provide education to all in need of it by 2015 and also achieving equality the same year. Deker report, NAPE report (2000)

All developing countries need to set a strategy of providing basis to crab the high levels of illiteracy among the citizens by providing a basic of education, Darker Report (2001).

Curriculum: All developing countries are supposed to provide a basis to crab the high levels of illiteracy among their citizens. However, this was challenged by the National Curriculum Development Center, that U.P.E would be very costly to provide in terms of labour, finance and others, that is say "Teachers are supposed to impart knowledge to pupils and prepare them for the next levels of education. But how can they do so for social, cultural and economic needs. When they still get low salaries, lack proper curriculum, what they have includes all people even with those with disabilities. Besides, they lack scholastic materials.

2.6 Related Studies

According to Richard et al. (2009), there are many reasons why projects should be monitored Good monitoring processes can act as an 'early warning' system and provide sites with feedback on the progress they are making in addressing issues of concern to local stakeholders. Social Projects are coming under increasing pressure to report both internally and publicly on their social, as well as economic and environmental performance. Current reporting frameworks are widely acknowledged to be inadequate, because they focus on 'measuring what is easy rather than 'measuring what matters'. At a more general level, improving the quality and quantity of information available about the impacts positive as well as negative of social projects on local communities will assist planners in contributing to public discussions about the value of such projects, and help inform the shaping of regulatory policy.

Results-based Monitoring and evaluation, however, combines the traditional approach of monitoring implementation with the assessment of results Mayne and Zapico-Goni, (1999.) It is this linking of both implementation progress with progress in achieving the desired objectives or goals of government policies and programs that make results-based M&E most useful as a tool fore public management. Implementing this type of Monitoring system allows the organization to modify and make adjustments to its theories of change and logic models as well as its implementation processes in order to mo directly support the achievement of desired objectives and outcomes.

Daniel N. Sifuna, (2007) UPE policy signifies strong government's commitment and donor contribution towards Education for All goals by enabling children who would not have enrolled in school to come to school. The most apparent impact of the Universal Primary Education Policy is seen in increased enrollment in all four countries. In Kenya, Uganda, and Ghana, UPE intervention also included provision of teaching and learning materials and additional classroom construction.

However, UPE policy also had drawbacks at the school site. When school fees were abolished, over-age and underage children flocked into school. The most notable challenge was overcrowded classrooms, which in some schools led to low teacher motivation. The leverage between strong commitment of governments and donors and available resources was another issue. Schools suffer from lack of funds, while not being able to ask parents for fees. Parents have also become passive in every form of participation in school activities and decision making. A common attitude illustrated by parents and communities is that now that the government is responsible for everything, they have no stake in school

governance. Under such an environment, dropout of pupils is another challenge under UPE policy.

Perception of parents and school management committee members can be influenced by performance at the school level and whether schools comply with the central policy, while their perception, in turn, will encourage or discourage performance at the school level and if schools should follow the central policy. This is mainly because parents decide whether their children stay in school and may demand things that may contradict with the central policy, Sifuna (2007).

What this study did not reveal clearly is the linkage between performance at school and district 1evel stakeholders' perception and also between performance and compliance with the central policy.

Perception does not seem to affect performance and vice versa, since our interview results show that parents do have relatively positive views on school performance and that such views do not correlate with the actual school performance. This implies that the demand or the capacity of parents and School management committee to demand for quality of education is not strong enough to pressurize schools to be accountable for quality of education. As for Policy compliance and performance, it was shown that when schools do not comply with fee abolition and charge fees, there are parents who could pay and those who could not. A school where many parents pay such voluntary fees could raise its quality of teaching by providing scholastic materials and top-up salaries for teachers. What is clear is that school resources vary and so as performance under UPE.

The administrative constraints are mainly seen in the areas of monitoring and evaluation, automatic promotion, large class management, and dealing with passivity of parents. These constraints are rooted mainly in lack of clear understanding about the roles and responsibilities among stakeholders, insufficient training, and financial constraints.

First, policy conflict is seen at both district and school level. At district level, the reduced budget for monitoring and evaluation does not allow the district officers to monitor the increased number of schools and pupils. At school level, teachers are under pressure to promote every pupil to the next class, while handling a much larger class size than before.

Second, most people charged with responsibilities lack training in such aspects as data management, accounting, and human resource management. Finally, the gaps which exist in the capacity of education stakeholders to execute their function is also caused by deployment of insufficient number of teachers and lack of budget to pursue the given tasks, which lead to low morale of some teachers.

Financial constraints are much clearer: those are delays of Universal Primary Education funds, inadequate amount of school finance, fluctuation of Universal Primary Education funds, and lack of monitoring budget. Theses constraints are rooted in the fact that the education budget at district level and school level are heavily dependent on the central budget. District resources are minimal and the central budget on education can be susceptible to diversion to other sectors according to the decisions made by the district council under the decentralized system.

Majority of stakeholders at district, school, and community level perceive UPE as good policy but poorly implemented. Some even say that Universal Primary Education policy was bad and poorly implemented. These perceptions are based on the gap between their initial expectation and the reality caused by the administrative and financial constraints.

Parents and School management committee members generally acknowledge the importance of schooling and think that the exemption of parents from paying school fees as a good thing: Also, they seem to be aware of their roles and responsibilities of providing the children with basic school requirement that is to say uniforms, transport, exercise books stationery, feeding, hygiene and medical care, shelter and basic child nurturing support such as preparing the child to attend school, provision of safe home environment, discipline guidance and direction However, majority of them still think or choose to think that it is the government's work to pay everything that a child requires to attend school. Some politicians also interfere and stop schools from asking for parental contribution. Passivity of parents in terms of actual contribution to school other than attending meeting is still a challenge after 10 years of implementation of the Universal Primary Education policy.

CHAPTER THREE

METHODOLOGY

Introduction

This section presented the research design, describes the area of study and sample selection, data collection technique and tools plus analysis procedures that were used during the research.

Research Design

This study employed descriptive survey design specifically the descriptive collation strategy. The descriptive designs are non experimental researches that describe characteristics of particular individuals of the groups it dealt with, relationships between variables testing of the hypothesis, and developing generalization and use of theories that have universal validity. It involves event that have already taken place and may be related to present the condition. Amin,(2000)

Research Population

The target population of the study consisted of 300 respondents key respondents were Head teachers, teachers members of school management committee who are the planner and managers of the school, parents and pupils who are the final beneficiaries, DEOs and DIS who are the M & E officers of UPE project.

The target population the target population that will be included in the study will be 300 respondents .the head teacher will be involved because is the manager and a planner of the school , teaching stuff , parent and pupils being the final beneficially every strategies is decide by them.

In the view of the nature of the target population where the number of respondents was big, a sample will be taken for each category. From the target population of **300**, a sample of 100 was selected using the Slovene's formula for calculation of sample size which is stated as;

$$n = \frac{N}{1 + N(e)^2}$$

Sample Selection

Administrators, beneficiaries, teacher and field officers will be sampling units. These categories of the sampling units themselves will be reached on when carrying out the research.

Sample Size

Sample is the collection of the some elements of the population(amin,2005) Sampling techniques element provide a range of methods that enable the researcher to reduce the amount of data to be collected by considering only data from sub groups rather than all possible case or elements (saunders, 2000) . A total number of 300 was selected because according to Amin, a good sample for academic purpose should be selected between 60/120 respondents .In this case in the targeted population of respondents was big a sample of 171 was there fore selected using the solven formula as stated below.

$$N = \frac{n}{1+n(e2)}$$

$$N = \frac{300}{1+300(0.0025)}$$

$$N = \frac{300}{1+0.75}$$

$$N = \frac{300}{1.75}$$

n =171.4 sample size

Table 1

Population and Sample Size

No	Category	Population	Sample size
1	Teachers	150	85.55
2	Parents	120	68.44
3	DEOs	10	5.70
4	Pupil	20	11.40
	Total	**300**	**171.09**

Sampling Procedure

Purposive sampling was utilized to select the respondents based on the following criteria;

Male and female teachers in the UPE project Moroto district, were included in the study because they are key in running daily activities of UPE project at school level.

The stakeholders of UPE project amongst which are the head teachers, teachers, parents ,pupils members of school management committees , District Inspector of Schools, District Educational Officer.

Teaching staffs with teaching experience with experience ranging from six month and above it is believed that they know the impact of monitoring and the performance of Universal Primary Education project.

From the list of the qualified respondents chosen based on inclusion criteria, the convenience sampling was used where the researcher selected respondents based on convenience or nearness.

Also quota random method was used where respondents were divided into equal cluster (groups) in that the equal numbers of teachers, both male and female were given opportunity to express their opinion on the problem under study.

Research Instrument

The research tools that were utilized in the study included the following;

(1) An observation guide was utilized when collecting or recording data which was observed by the researcher directly,

(2) A face sheet was utilized to gather data on the respondent's demographic characteristics.

(3) A research formulated questionnaire with both open and close end questions was used to determine the level of monitoring of UPE project in Moroto district. Agree and disagree

Respondents will;-strongly agree, agree, not agree, strongly disagree

For the purpose of questionnaire on the level of performance of UPE project as indicate as strongly agree, agree, disagree, and strongly disagree.

Focus group discussions were used especially when we interviewing school management committee's discussion.

An interview will guide, was used to find out whether the significant relationship between monitoring and performance of UPE project.

Validity and Reliability of the Instrument

Instrument validity was ensured by subjecting the researcher devised questionnaire on monitoring and performance of UPE project to expert judges

who estimated the validity of the questionnaire on the basis of their experience. These included such as doctor, associate professors (1) senior lecturer

The test-retest technique was used to determine the accuracy (reliability) of the researcher devised instrument. seven qualified respondents from UPE schools, filled the questionnaire a week before it was administered to the respondents and these were not included in the actual study. The questionnaire was administered twice, results showed that the test was reliable and the trait measure the instrument was there fore declared reliable.

Data Gathering Procedures

Before the Administration of the Questionnaires

An introduction letter was obtained from the college of Higher Degree and Research Center to acquire approval to conduct the study from respective heads of universal primary education in Moroto District.

When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through the minimum sample size using quato random sampling.

The respondents were oriented into the study and were requested to sign the informed consent form (appendix).

The researcher Selected Assistants who helped during the data collection; briefed and oriented them in order to be consistent in administering the questionnaire.

During the Administration of the Questionnaire

The respondents were requested to answer questionnaire completely and not to leave any question un answered.

The researcher and research assistants emphasized retrieval of the questionnaire with in seven days from the date of distribution.

On retrieval, all returned questionnaire were checked to confirm if all had answered completely and collectly.

After the Administration of the Questionnaire

The data gathered will be collected to, encoded in the computer and statistically and handle using statistical package for social sciences (college of higher degree and research)

Data Analysis

During data analysis the data was mainly analyzed using SPSS, correlation and regression were used for data analysis. The Data was analyzed to obtain the frequency table, percentage and presentation. The mean values were correlated to reach the meaningful interpretation. The standard deviation was applied for monitoring and performance of UPE project in Moroto. An item was analyzed, to illustrate the strength and weakness; Recommendation will be drawn by the researcher.

The following guide was used for the interpretation of the mean:

Key interpretation of means of monitoring and performance of UPE project in Moroto district.

Response Mode	**Mean range**	**Interpretation**
Strongly agree	3.26-4.00	Very high
Agree	2.51-3.25	High
Disagree	1.76-2.50	Low
Strongly disagree	1.00-1.75	Very low

Ethical Consideration

After the pre-test of the questionnaire the researcher will received an introductory letter from the Department of Higher Degree and Research, Kampala international university, stipulating the purpose of the investigation. To ensure confidentiality of the information provided by the respondents and ascertain the practice of ethics in this study , there was need to protect the welfare of the respondents including their mental , physical , health and safety , avoiding embarrassment ,guilt discomfort and risks involved, the researcher also presented the findings in a generalized manner . The researcher also acquired permission through a written request to the respondents to the concerned officials (administrators) of the UPE projects that were included in the study. The officials requested the respondents to sign in the informed consent form (appendix 3)

Limitation of the Study

Some Extraneous variable were beyond the researcher's control such as respondent's honesty, personal biases and uncontrolled setting of the study.

Testing; The research assistants could have brought minimal bring about inconsistency in the administration of the questionnaire in terms of time of administration ,understanding of the items in the questionnaire and explanation given to the respondents .

Mortality ;not all questionnaires were returned completely answered or even retrieved back due to circumstances on the part of the respondents such as travel sickness, hospitalization, and refusal to participate. In response to this, the researcher reserved more respondents by exceeding the minimum sample size.

Table1A: Profile of Respondents

Category	Frequency	Percent
Gender (Head teachers) Male	19	59.4
Female	13	40.6
Total	**32**	**100**
Gender (Parents) Male	8	72.7
Female	3	27.3
Total	**11**	**100**
Gender (Teachers) Male	56	65.9
Female	29	34.1
Total	**85**	**100**
Age (Head teachers) 21-30 years	3	9.4
31-40 years	10	31.2
41-50 years	6	18.8
51-60 years	13	40.6
Total	**32**	**100**
Age (Parents) 21-30 years	3	27.3
31-40 years	5	45.5
41-50 years	2	18.2
51-60 years	1	9.1
Total	**11**	**100**
Age (Teachers) 21-30 years	32	37.6
31-40 years	41	48.2
41-50 years	5	5.9
51-60 years	7	8.2
Total	**85**	**100**
Education qualification (Head teachers) Certificate	1	3.1
Diploma	6	18.8
Bachelors	12	37.5
Masters	13	40.6
Total	**32**	**100**

Source: Primary data 2013

Results in Table1 indicated that male Head teachers (59.4%) were more than female Head teachers (40.6%), yet of the parents, 8(72.7%) were male and the

female were 3 (27.3%), 56(65.9%) were male Teachers and yet female Teachers were 29(34.1%). And this indicates a big gender gap among respondents.

The age results indicate that most of Head teachers were between 51-60 years (40.6%), The majority of parents were between 31-40 years (45.5%) and the majority of Teachers were between 31-40years 41(48.2%).

Table 1B: Demographic characteristics of Respondents

Education qualification (Parents) Certificate	5	45.5
Diploma	4	36.4
Bachelors	2	18.2
Total	**11**	**100**
Education qualification (Teachers) Certificate	5	6.0
Diploma	10	12.0
Bachelors	61	73.5
Masters	7	8.4
Total	**83**	**100**
Experience (Head teachers) 1-2 years	7	21.9
3-4 years	3	9.4
5 and above	22	68.8
Total	**32**	**100**
Experience (Teachers) less than a year	5	5.9
1-2 years	12	14.1
3-4 years	44	51.8
5 and above	12	14.1
Total	**85**	**100**
Occupation (Parents) Agriculture/peasant farmer	4	36.4
Business trader	2	18.2
Teacher	1	9.1
Other government worker	3	35.3
Total	**11**	**100**

Source: Primary data 2013

Concerning education qualifications, most of the Head teachers were Masters degree holders (40.6%), most of the parents were certificate holders (45.5%) and majority of Teachers were bachelors degree holder (73.5%).

With respect to experience, results indicate that most of Head teachers have worked for 5 years and above (68.8%) and majority of Teachers have taught for 3-4 years (51.8%), implying that most Teachers in UPE projects in Moroto District are highly experienced. Concerning occupation among parents, majority of them were Agriculture/peasant farmers (36.4%) and these were followed by those with government jobs (35.3%).

Level of monitoring

The independent variable in this study was Level of monitoring, this variable was operationalised using different constructs and different groups of respondent such as Head teachers, parents and Teachers in Moroto District, each item/ question was Likert scaled between one to five, where 1=strongly disagree, 2=disagree, 3= either agree or disagree, 4=agree and 5= strongly agree. Therefore respondents rated the level of monitoring by indicating the extent to which they strongly disagree, disagree, either agree or disagree, agree and strongly agree with each item. Therefore responses of Head teachers, parents and Teachers were analyzed using means as summarized in tables 2A, 2B and 2C;

Table 2A: Level of monitoring (Head teachers)

Items	Mean	Interpretation	Rank
Do you carry out reach monitoring	4.34	Very high	1
It is the responsibility of head teacher to advice the school management committee	4.19	High	2
Its is your responsibility to ensure that the school starts on time	4.16	High	3
It is responsibility of the head teacher to train and enhance competencies of all teachers though work shops	4.06	High	4
A you responsible for allocating teaching time tables to all teachers	4.06	High	5
Head Teacher as manager responsible for the school and there for in charge of school projects H/teacher is crucial to monitor the success	4.00	High	6
It is the responsibility of head teacher to design programmes that make the school interesting to the children for them to stay	3.91	High	7
It is the responsibility of head teacher to admit pupils I school	3.66	High	8
It is the responsibility of head teacher to plan for and maintain high standards of teaching and learning	3.41	High	9
It is your responsibility to sensitize the community, parents to send their children at school	3.00	Moderate	10
Average mean	**4.00**	**High**	

Source: Primary data 2013

Mean range	Response mode	Interpretation
4.21---5.00	Strongly agree	Very high
3.41---4.20	Agree	High
2.61---3.40	Either agree or disagree	Moderate
1.81---2.60	Disagree	Low
1.00---1.80	Strongly	Disagree Very low

Results in table 2A indicate that the Head teachers rated the level of monitoring of UPE education project in Moroto District on average as high and

this was indicated by the average mean of 4.00. Still results indicate that highest rated item of monitoring among head teachers was; Do you carry out reach monitoring (mean=4.34) which is interpreted as very high on a five point likert scale, confirming that the head teachers performed very well on monitoring of UPE project.

Table 2B: Level of monitoring (Parents)

Variables	Mean	Interpretation	Rank
Parental participation It is the responsibility of the parent to prepare children to attend school	4.27	Very high	1
It is the responsibility of parent to prepare children for enrollment	3.91	High	2
It is the responsibility of parent to provide basic children survival requirement.	3.82	High	3
It is the responsibility of parent to provide mid –day meals at school	3.73	High	4
It is the responsibility of the parent to a supportive environment for completion of primary cycle	3.64	High	5
It is the responsibility of parent to schedule the children home responsibility in a such manner as not to interfere with school responsibility	3.45	High	6
Average mean	**3.80**	**High**	
SMC Meetings It is the responsibility of parent to actively participate in the activities of PTA	3.82	High	1
It is the responsibility of parent to check on child's school attendance and performance	3.73	High	2
It is the responsibility of parent to carry out community mobilization	3.45	High	3
Average mean	**3.66**	**High**	
Overall mean	**3.73**	**High**	

Source: Primary data 2013

Table 2B results indicate the level of monitoring of UPE projects by parents in Moroto District, two constructs were used to measure the level of monitoring of UPE projects among parents and these constructs include Parental participation, and SMC Meetings, still results indicate that on average the level of monitoring of UPE projects among parents was rated high and this was indicated by the overall mean of 3.73.

Regarding Parental participation, results indicate that it was rated high on average and this was indicated by the average mean of 3.80, only one item was rated very high and this was; the responsibility of the parent to prepare children to attend school (mean=4.27).

With respect to SMC Meetings- three constructs were used to measure this construct which were all rated high and on average it was still rated high (mean=3.66).

Table 2C: Level of monitoring (Teachers)

Items	Mean	Interpretation	Rank
It is the responsibility of the teacher to prepare programme to pupil, parents to school that is to say. sports day events , end of term events	4.52	Very high	1
It is the responsibility of teacher to prepare scheme of work	4.27	Very high	2
It is the responsibility of teacher to contribute to school improvement by full participation in stuff meeting ,community work as well as participating with parent in school related function	4.02	High	3
It is the responsibility of teacher to ensure the safety and security of both pupil's lives and school property	3.96	High	4
It is responsibility of teacher to inform parents regarding pupils learning programme and progress	3.81	High	5
Average mean	**4.11**	**High**	

Source: Primary data 2013

Results in table 2C indicated that the level of monitoring among Teachers was rated high on average, this is indicated by the average mean of 4.11, indicating high performance of regarding monitoring of UPE projects in Moroto District. Still results indicate that only two items were measured very high and three were measured high.

Level of Performance

Level of Performance is the dependent variable in this study which the researcher wanted to determine its level, questions on Performance of UPE projects were answered by Head teachers, Teachers and pupils. Each of these questions was based on a five Likert scale where respondents were asked to rate the level of performance is high or low by indicating the level to which they agree or disagree with each question, therefore their responses were analyzed using SPSS and summarized using means as indicated in tables 3A, 3B and 3C below;

Table 3A: Level of performance (Head teachers)

Quality of out learning environment	**Mean**	**Interpretation**	**Rank**
There rubbish disposal	4.25	Very high	1
The space is enough to allow active play	4.00	High	2
The space is well leveled and from obvious safely hazards	3.06	High	3
Average mean	**3.77**	**High**	
Quality of indoor learning environment and resource provision The rooms are secure with lockable doors and windows	3.97	High	1
The latrine are gander segregated with enough stances	3.94	High	2
There is adequate space	3.69	High	3
There is enough and easy movement	3.66	High	4
Physical structure	3.41	High	5
Average mean	**3.73**	**High**	
Arrangement of in door environment The class room are clean /tidy	4.13	High	1
There is adequate furniture where children can sit	3.91	High	2
Storage facilities are adequate	3.72	High	3
Average mean	**3.92**	**High**	
Provision of materials There are availability of learning materials	4.31	High	1
There are variety of learning materials	4.00	High	2
There appropriate facilities and materials for children with special needs	4.00	High	3
There is water for drinking, use after toilet and play facilities	3.53	High	4
First aid kits	3.34	Moderate	5
Average mean	**3.84**	**High**	
Overall mean	**3.81**	**High**	

Source: Primary data 2013

Table 3A results indicate that the Head teachers rated the level of performance as high and this is indicated by the overall mean of 3.81, confirming that Head

teachers perform better in UPE projects in Moroto District. Results in 3A indicate that four constructs were used to measure the level of performance among Head teachers in Moroto District and these constructs are;

Quality of out learning environment- three items were used to measure the Quality of out learning environment, it was rated high on average and this is indicated by the average mean (mean=3.77), still results indicate that only one item was measured very high and the remaining two were rated high. Hence in

Quality of indoor learning environment and resource provision- this construct was measured high on average and this was indicated by the average mean of 3.73; five items were used to measure this construct and were all rated high.

Arrangement of in door environment- this construct was also rated high on average (mean=3.92), still results in table 3A indicate that all the three items were also rated high which indicate that in door environment is arranged well by the Head teachers.

Provision of materials- this construct was rated high on average (mean=3.84), and this indicates that the Head teachers always provide enough scholastic materials at School.

Table 3B: Level of performance (Teachers)

Variables	Mean	Interpretation	Rank
Availability of records You teach fallowing teach syllabus	4.64	Very high	1
You always cover the whole syllabus as scheduled on time	3.76	High	2
You always cover the whole syllabus	3.21	Moderate	3
Average mean	**3.87**	**High**	
Teaching all lessons You have attendance register	4.21	Very high	1
You teach all the lessons as scheduled	4.19	High	2
You compensate for lessons missed	4.19	High	3
You always sign out as you going out	4.05	High	4
You always sign in the attendance register every day	3.99	High	5
Average mean	**4.13**	**High**	
Scheme of work you make roll calls every day	4.47	Very high	1
Do you have scheme of work	4.38	Very high	2
You have teaching method which you think is best	4.36	Very high	3
Do you always take your scheme of work to the headmaster for approval	4.26	Very high	4
You give career guidance to pupil to live responsible life	4.26	Very high	5
You register every child who is at school	4.22	Very high	6
You give career guidance to pupils	4.10	High	7
You give career guidance for proper growth	4.05	High	8
You give fed back questions to pupil on time	4.01	High	9
You have all the tests and exam	3.94	High	10
You hand in your tests and exam	3.79	High	11
You in you test and exam on time	3.76	High	12
You have the admission book	3.72	High	13
You use different methods of teaching as per lesson	3.68	High	14
You evaluate all the he tests and exam on time	3.31	Moderate	15
Average mean	**4.04**	**High**	
Overall mean	**4.00**	**High**	

Source: Primary data 2013

Results in table 3B indicate the way Teachers rated the level of performance of UPE projects, on the overall Teachers rated the level of performance of UPE projects as high and this was indicated by the overall mean of 4.00. Three constructs were used and these include the following;

Availability of records- one item was rated very high (mean=4.64), this was followed by; You always cover the whole syllabus as scheduled on time (mean=3.76) and this was followed by; You always cover the whole syllabus (mean=3.21) which was rated moderate.

Teaching all lessons- on average this construct was rated high and this is indicated by the average mean (mean=4.13), one item was rated very high (mean=4.21) and the rest of the items were rated high, therefore confirming that Teachers in UPE Schools in Moroto District always teach all lessons.

Scheme of work- on average this construct was rated as high and this was indicated by the average mean of 4.04, still results indicate that the following items were rated high; you make roll calls every day (mean=4.47); Do you have scheme of work (mean=4.38); You have teaching method which you think is best (mean=4.36); Do you always take your scheme of work to the headmaster for approval (mean=4.26); You give career guidance to pupil to live responsible life (mean=4.26); You register every child who is at school (mean=4.22). Still results that the rest of items were rated high except only one item which was rated moderate and this was; You evaluate all the he tests and exam on time (mean=3.31).

Table 3C: Level of Performance (pupils)

Variables	Mean	Interpretation	Rank
School attendance It is pupil's responsibility of complete home work as assigned	4.82	Very high	1
It is pupil's responsibility to come and stay at school	4.78	Very high	2
Average mean	**4.80**	**Very high**	
Pupil's performance It is pupil's responsibility to inform parent about he event at school	4.49	Very high	3
It is pupil responsibility to participate e in the maintenance of displine	4.37	Very high	4
It is responsibility of pupil to attend school regularly and studying all subjects according to syllabus as guided by teacher	4.14	High	5
Average mean	**4.33**	**Very high**	
Overall mean	**4.55**	**Very high**	

Source: Primary data 2013

Results in table 3C indicate the way Pupils rated the level of performance of UPE projects in Moroto District, still results indicate that on average Pupils rated the level of performance of UPE projects as very high and this was indicated by the average mean of 4.55, confirming that pupils performed very well on both attendance and their academic performance. Two constructs were used and these include the following;

School attendance- on average this construct was rated very high and this is indicated by the average mean (mean=4.80), it was measured by two items which were all rated very high.

With respect to Pupil's performance- three items were used to measure this construct, two of them were rated very high and only one item was rated high (mean=4.14).

Relationship between Level of monitoring and Level of performance of UPE project in Moroto District

The last objective in this study was to establish whether there is a significant relationship between level of monitoring and Level of performance of UPE project in Moroto District. And the researcher stated a null hypothesis that there is a significant relationship between levels of monitoring and Level of performance of UPE project in Moroto District. Therefore to achieve this objective and to test this null hypothesis, the researcher correlated the means on monitoring and those on performance using the Pearson's Linear Correlation Coefficient (PLCC), as indicated in table 4.

Table 4 : Significant Relationship between Monitoring and Performance of UPE project in Moroto District

Variables Correlated	R-value	Sig.	Interpretation	Decision on Ho
Overall Monitoring vs Overall Performance	.370	.003	Significant correlation	Rejected

Source: Primary data 2013

Results in Table 4 indicated a positive significant relationship between level of monitoring and Level of performance of UPE projects in Moroto District, since the sig. value (0. 003) was far less than 0.05, which is the maximum level of significance required to declare a significant relationship. This implies good monitoring highly contribute to high performance of UPE projects in Moroto District and low levels of monitoring reduces it, and the stated null hypothesis was rejected based on these results and hence concluding that frequent monitoring enhances the performance of UPE projects in Moroto District.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the findings, conclusions, recommendations and suggested areas that need further research following the study objectives and study hypothesis.

Summary of Findings

The study findings indicated that most of Head teachers were males with (59.4%), and on the side of parents also the majority were male (72.7%) and the majority of Teachers were still male (65.9%), this therefore indicated gender imbalance among respondents in Moroto District. Most of Head teachers ranged between 51-60 years, majority of Parents ranged between 31-40 years and most of Teachers ranged between 31-40 years, implying that both Parents and Teachers of UPE projects in Moroto District are elders in that are responsible and can reason accordingly. With respect to Education qualification, the findings indicated that most of the Head teachers had Masters degree Qualifications (40.6%), most of the Parents were Certificate holders (45.5%) and majority of Teachers were Bachelors degree holders (73.5%). Head teachers had an experience of 5 and above years and yet Teachers had taught for 3-4 years and majority of parents were Agriculture/peasant farmers (36.4%).

Data analysis using means showed that Head teachers, Teachers and Parents rated the following items on level of monitoring of UPE projects as very high; i) Do you carry out reach monitoring (mean=4.34); It is the responsibility of the parent to prepare children to attend school (mean=4.27), It is the responsibility of the

teacher to prepare programme to pupil, parents to school that is to say Sports day events , end of term events (mean=4.52); It is the responsibility of teacher to prepare scheme of work (mean=4.27), and the rest of items on monitoring were rated high except one item which was rated moderate; It is your responsibility to sensitize the community, parents to send their children at school (mean=3.00). Therefore this is in line with Richard et al (2009) who says that good monitoring processes can act as an 'early warning' system and provide sites with feedback on the progress they are making in addressing issues of concern to local stakeholders, he also says that Social Projects are coming under increasing pressure to report both internally and publicly on their social, as well as economic and environmental performance. Current reporting frameworks are widely acknowledged to be inadequate, because they focus on 'measuring what is easy rather than 'measuring what matters'. At a more general level, improving the quality and quantity of information available about the impacts positive as well as negative of social projects on local communities will assist planners in contributing to public discussions about the value of such projects, and help inform the shaping of regulatory policy.

The following items on the level of performance of UPE projects were rated very high; There is rubbish disposal (Mean=4.25); You teach fallowing teach syllabus (Mean=4.64); You have attendance register (Mean=4.21); you make roll calls every day (Mean=4.47); Do you have scheme of work (Mean=4.38); You have teaching method which you think is best (Mean=4.36); Do you always take your scheme of work to the headmaster for approval (Mean=4.26); You give career guidance to pupil to live responsible life (Mean=4.26); You register every child who is at school (Mean=4.22), the following items on performance were rated moderate; First aid kits (Mean=3.34); You evaluate all the he tests and exam on time (Mean=3.31). This is in line with Armstrong and Baron (1998), who said

that Performance is both a strategic and an integrated approach to delivering successful results in organizations by improving the performance and developing the capabilities of teams and individuals.

The findings also indicated a positive significant relationship, positive significant correlations between monitoring and level of performance of UPE projects, since the sig. values was less than or equal to 0.05, which is the maximum level of significance required to declare a relationship significant. This is shown by the fact that the sig. value (0.003) was less than the maximum sig. value of 0.05 considered in social sciences. Implying that increase in the level of monitoring will increase on the level of performance of UPE projects and low level of monitoring will reduce the performance of UPE projects in Moroto District.

Conclusions

From the findings of the study, the researcher concluded that majority of respondents in UPE projects in Moroto District were males, Head teachers ranging between 51-60 years, Parents ranged between 31-40 years and Teachers ranged between 31-40 years. The findings indicated that most of Head teachers had Masters Qualifications (40.6%), most of Parents were Certificate holders (45.5%) and majority of Teachers were Bachelors (73.5%). Head teachers had an experience of 5 and above years and yet Teachers had taught for 3-4 years and majority of parents were Agriculture/peasant farmers (36.4%).

The Level of monitoring of UPE projects in Moroto District is generally high, however the lowest aspect of monitoring was; It is your responsibility to sensitize the community, parents to send their children at school (mean=3.00), and this

shows that Teachers do not highly sensitize the community, parents to send their children at school.

The Level of performance of UPE projects in Moroto District was found to be generally high, hence concluding that in Moroto District UPE projects generally perform well.

Finally, monitoring and Level of performance of UPE projects in Moroto District are positive and significantly correlated, this implies that improvement in monitoring has highly increased the performance of UPE projects in Moroto District.

Recommendations

From the findings and conclusions of the study, the researcher recommends that there is need by the Government of Uganda to distribute the workers in UPE projects equally, this will therefore reduce gender inequality among Head teachers and Teachers.

The researcher recommends that there is need by the Government of Uganda to educate more Teachers for further since most of them were found to be bachelors' degree holders in UPE projects.

The Head teachers are encouraged to increase on the number of First aid kits provided to the Students of UPE Schools.

The researcher recommends that the Teachers should evaluate all the tests and exams on time, this will increase on the quality of performance of UPE Schools in Moroto District.

Areas for Further Research

The research does not and cannot guarantee that the study was completely exhausted. In any case, the scope of the study was limited in accordance with the space, and objectives. It is therefore, suggested that a national research covering the whole country be undertaken.

Also, prospective researchers and even students are encouraged to carry out research on the following areas;

1. Parental participation and Availability of scholastic materials among Students in UPE schools in Moroto District.

2. Monitoring and scheme of work in UPE schools in Moroto District.

3. Monitoring and provision of materials in UPE schools in Moroto District.

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APPENDICES

APPENDIX 1

KAMPALA INTERNATIONAL UNIVERSITY
EXPLORING THE HEIGHTS

Ggaba Road - Kansanga,
P.O. Box 20000, Kampala, Uganda
Tel: +256 - 414 - 266813 , +256 - 41 - 267634
Fax: +256 - 414 - 501 974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND MANAGEMENT SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Date: 14th August,2013

RE: REQUEST OF MBAZIIRA QUARA ADAM
MPP/37405/121/DU
TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Public Administration and Management.

He is currently conducting a research entitled " **Monitoring and Performance of UPE in Moroto District, Uganda ".**

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with pertinent information he may need.

Any information shared with him from your institution shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Malinga Ramadhan
Head of Department,
Economics and Management Sciences, (CHDR)

NOTED BY:

Dr. Sofia Sol T. Gaite
Principal-CHDR

KAMPALA INTERNATIONAL UNIVERSITY
KIU
14 AUG 2013
PRINCIPAL
CHDR
P.O. BOX 20000 KAMPALA

APPENDIX 1B

TRANSMITTAL LETTER FOR THE RESPONDENTS

_____

Dear Sir/ Madam,

Greetings!

I am a graduating student of Kampala International University. Part of the requirements for the award is a thesis/dissertation. My study is entitled Monitoring and performance of UPE Project in Moroto. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

_____

APPENDIX 11

CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name: MBAZIIRA QUDRA ADAM

Reg: MPP/37405/121/DU

Course: MA Project Planning and Management

Title of Study: Monitoring and Performance of UPE project in Moroto- District

---

Ethical Review Checklist

The study reviewed considered the following:

___ Physical Safety of Human Subjects

___ Psychological Safety

___ Emotional Security

___ Privacy

___ Written Request for Author of Standardized Instrument

___ Coding of Questionnaires/Anonymity/Confidentiality

___ Permission to Conduct the Study

___ Informed Consent

___ Citations/Authors Recognized

Results of Ethical Review

___ Approved

___ Conditional (to provide the Ethics Committee with corrections)

___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Mbaziira Qudra Adam that will focus on monitoring and performance of UPE project.

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 IV

FACESHEET

Part A; The demographic aspect of respondents

GENERAL INFORMATION

Gender (please tick)

(1) Male

(2) Female

Age

----- (a) 10__20
----- (b) 21__30
----- (c) 31—40
---- (d) 41__50
----- (e) 51__60

Education level (educational quantification) (please specify)

---- (1) certificate level
----- (2) Diploma
----- (3) Bachelors
----- (4) Masters

Number of teaching experience

---- (1) less than a year
---- (2) 1-2 years
---- (3) 3-4years
---- (4) 5- above

OCCUPATION

---- (1) Agriculture/ peasant farmer
---- (2) Business/trader
---- (3) Teacher
---- (4) Other government work

APPENDIX V

Part B:

QUESTIONNAIRE TO DETERMINE THE LEVEL OF MONITORING OF PROJECT IN MOROTO- DISTRICT

Questionnaire for Head Teachers

Response mode	Rate	Description
Strongly agree	5	You agree with no doubt at all
Agree	4	You agree with some doubt
Either agree nor disagree	3	You have no opinion
Disagree	2	You disagree with some doubt
Strongly disagree	1	You disagree with no doubt

Head Teacher as manager responsible for the school and there for in charge of school projects H/teacher is crucial to monitor the success					
It is your responsibility to sensitize the community, parents to send their children at school					
Its is your responsibility to ensure that the school starts on time					
Do you carry out out- reach monitoring					
A you responsible for allocating teaching time tables to all teachers					
It is responsibility of the head teacher to train and enhance competencies of all teachers though work shops					
It is the responsibility of head teacher to design programmes that make the school interesting to the children for them to stay					
It is the responsibility of head teacher to admit pupils I school					
It is the responsibility of head teacher to advice the school management committee					
It is the responsibility of head teacher to plan for and maintain high standards of teaching and learning					

Questionnaire for teacher ,Please write you preferred opinion In the space before each item that corresponds to your best choice in terms of monitoring implication ,forms n your school kindly use the rating system below.

Response mode	Rate	Description
Strongly agree	5	You agree with no doubt at all
Agree	4	You agree with some doubt
Either agree nor disagree	3	You have no opinion
Disagree	2	You disagree with some doubt
Strongly disagree	1	You disagree with no doubt

Teacher					
It is the responsibility of teacher to prepare scheme of work					
It is the responsibility of the teacher to prepare programme to pupil, parents to school that is to say. sports day events , end of term events					
It is the responsibility of teacher to contribute to school improvement by full participation in stuff meeting ,community work as well as participating with parent in school related function					
It is responsibility of teacher to inform parents regarding pupils learning programme and progress					
It is the responsibility of teacher to ensure the safety and security of both pupil's lives and school property					

Pupil's questionnaire Please write you preferred opinion In the space before each item that corresponds to your best choice in terms of monitoring implication ,forms n your school kindly use the rating system below.

Response mode	Rate	Description
Strongly agree	5	You agree with no doubt at all
Agree	4	You agree with some doubt
Either agree nor disagree	3	You have no opinion
Disagree	2	You disagree with some doubt
Strongly disagree	1	You disagree with no doubt

Pupil					
It is responsibility of pupil to attend school regularly and studying all subjects according to syllabus as guided by teacher					
It is pupil responsibility to participate e in the maintenance of displine					
It is pupil's responsibility to inform parent about he even at school					
It is the pupil's responsibility of complete home work as assigned					
It is pupil's responsibility to contribute to the maintenance of hygiene and healthy environment of the school					

Questionnaire for parents Please write you preferred opinion In the space before each item that corresponds to your best choice in terms of monitoring implication ,forms n your school kindly use the rating system below.

Response mode	**Rate**	**Description**
Strongly agree	5	You agree with no doubt at all
Agree	4	You agree with some doubt
Either agree nor disagree	3	You have no opinion
Disagree	2	You disagree with some doubt
Strongly disagree	1	You disagree with no doubt

Parents/ guardians					
It is the responsibility of parent to provide basic children survival requirement s					
It is the responsibility of the parent to a supportive environment for completion of primary cycle					
It is the responsibility of the parent to prepare children to attend school					
It is the responsibility of parent to schedule the children home responsibility in a such manner as not to interfere with school responsibility					
It is the responsibility of parent to provide mid –day meals at school					
It is the responsibility of parent to prepare children for enrollment					
It is the responsibility of parent to actively participate in the activities of PTA					
It is the responsibility of parent to check on child's school attendance and performance					
It is the responsibility of parent to carry out community mobilization					

PART C

QUESTIONNAIRE THE LEVEL OF PERFORMANCE OF UPE PROJECT

Questionnaire for teachers

Please indicate how much you know you carry out research as a stake holder .you objective opinion arrange from 1= strongly disagree 2= disagree 3= neither disagree nor agree 4= agree 5= strongly agree

	1	2	3	4	5
Availability of records					
You teach fallowing teach syllabus					
You always cover the whole syllabus					
You always cover the whole syllabus as scheduled on time					
You teach all the lessons					
You teach all the lessons as scheduled					
You compensate for lessons missed					
You have attendance register					
You always sign in the attendance register every day					
You always sign out as you going out					
Scheme of work;					
Do you have scheme of work					
Do you always take your scheme of work to the headmaster for approval					
You use different methods of teaching as per lesson					
You have teaching method which you think is best					
You have all the tests and exam					
You evaluate all the he tests and exam on time					
You hand in your tests and exam					
You in you test and exam on time					
You give fed back questions to pupil on time					
You give career guidance to pupils					
You give career guidance to pupil to live responsible life					
You give career guidance for proper growth					
You have the admission book					
You register every child who is at school					
you make roll calls every day					

Head teachers (performance of UPE)

Please indicate how much you know you carry out research as a stake holder .you objective opinion are range from 1= strongly disagree 2= disagree 3= neither disagree nor agree 4= agree 5= strongly agree

Quality of out learning environment						
The space is well leveled and from obvious safely hazards						
There rubbish disposal						
The space is enough to allow active play						
Quality of in door learning environment and resource provision						
Physical structure						
The rooms are secure with lockable doors and windows						
There is adequate space						
There is enough and easy movement						
The latrine are gander segregated with enough stances						
Arrangement of in door environment						
There is adequate furniture where children can sit						
The class room are clean /tidy						
Storage facilities are adequate						
Provision of materials						
There are variety of learning materials						
There are availability of learning materials						
There appropriate facilities and materials for children with special needs						
There is water for drinking, use after toilet and play facilities						
First aid kits						

RESEARCHER'S CURRICULUM VITAE

Bio data

Name; **Mbaziira Qudra Adam**

Title: **Mr.**

Current Employment: **Programme Officer Learning Unicef-Umsc**

Professional: **Programmme Manager**

Date of birth **14/march /1985**

Nationality: **Ugandan**

Gender: **Male**

Religion: **Muslim**

Status: **Married**

Contact: **+256774595453**

Email: **qmbaziira@yahoo.com, qudram @gmail .com**

Language	Speaking	Writing	Reading
English	Good	Good	Good
Arabic	Good	Good	Good
Turkish	Poor	Poor	Poor

PROFESIONAL PROFILE

1. Appointed as programme officers learning **Unicef/ Umsc (2010-2013)**
2. Coordinator learning programme (2012-20130)
3. Secretary for Dawwa Makerere University School of Education (2007-2010)
4. Coordinator Family Healthy Days Umsc /Uincef Uganda Karamoja region (2012-2013) Coordinator Early Childhood Devolvement Education UMSC/UNICEF(2010-2013)
5. Coordinator Makerere students Arabic Language Association (2008-2009)
6. planning meeting on (VAC) Violence Against Children in Schools

SUMMARY OF OBJECTIVIES;

1. To be able to add new knowledge to the management of project by giving technical guideline s for quality performance.
2. To give quality services by ensuring that all the managerial procedures those are followed.
3. To assist the project implementers how to operate the project.
4. To help the public, students learn how to run the project activities.
5. To help None Government Organization, Companies with monitoring and evaluation tools.

CAREAR OBJECTIVES

- To become a consultant.
- To offer services to vulnerable committee.
- To set up a vocation institute
- To assist companies, NGOs in the project and also in research and all also government project under social services.
- To offer community services to the community when needed.

EDUCATION BACK GROUND

Year	Institution	Qualification
2011/2013	Kampala International University	MA project planning and management .thesis monitoring and performance of universal primary education
2007/2010	Makerere University	BA Education
2006	Namagabi Secondary School	UACE
2005	Bilal Islamic Institute	Higher certificate in Islamic theology
1999 /2004	Bilal Islamic Institute	UCE

1990-1993 1993-1998	Bilal Islamic School Bwaise Kakuuto Abutufali Kyazanga Primary Muslim Primary School	PLE

DUTIES AND RESPOSIBILTIES

- Designing a monitoring and evaluation tool.
- Carrying out a feasibility study and writing report
- Supervision of projects
- Writing project closer report.
- Worked as a class teacher

Other Responsibilities

- Made a project work plan.

- Acted as imam at village mosque.

- A preacher of the Islamic child rearing and Islamic parenting.

- I attended World Islamic Conference at Munyonyo-Kamapala.

- A radio talk show presenter Islamic half hour .

AWARDS

Awards certificate in world youth assembly

Certificate Microsoft Package from Bilal Islamic Institute.

WORK EXPERIENCE

- 2013 attended a work shop on child protection organized by the ministry of gender of Uganda
- 2013 attend a planning meeting with the ministry of education and sports with faith base organizations on Early Childhood Development Centre.
- 2012 Jun attended planning meeting on family healthy days organized by Ministry o Healthy.
- 2011 participated in integration module o domestic violence which aimed at parenting Violence against Children and Mothers in Islam.

- A planner and programmers in United People Initiative None Government organization.2012/2013
- A dawwa officer at Makerere University, school of education from 20072010.
- A senior adviser aggressive youth development association Kampala. 2010/2013
- A teacher at kibuli secondary school.2008/2009
- Planning meeting on Violence against Children in School in2012 with the Ministry Of Education and Unicef- Uganda.

Referees

1. DR AYOUB

Head of Department Arabic language

Makerere University

2. MR MUGALU RAMATHAN

Secretary for education and social services

Uganda Muslim Supreme Council

DECLARATION:

I, Mbaziira Qudra Adam declare that information given in this curriculum vitea is complete and true.

Signature.....

Date

LB1027.4
.M33
2013

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12 APR 2013
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