

**UNIVERSAL PRIMARY EDUCATION FUNDING AND
MANAGEMENT OF PRIMARY SCHOOLS
IN AMOLATAR DISTRICT**

**THE CASE OF AGIKDAK
PRIMARY SCHOOLS**

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DECLARATION

I, Ongu Johnson Paul do hereby declare that the work I have presented here is my own original product and no such copy has been presented to any institution for the award of a bachelor degree before.




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Date: 25th OCTOBER, 2011

APPROVAL

This piece of work entitled “UPE Funding and Management of Primary Schools in Amolatar District. The case of Agikdak primary schools” was done under the supervision of Mr.Odongo Mike (supervisor).

Signed


Date:


DEDICATION

The work presented here has been dedicated to my wife Mrs. Lilly Ongu and my children Olum Desmond Dokotum, Aguti Pamela (Alung) and Opio Calvin and grand children Wece Elia, Okello Saddrick and Agenorwot.

ACKNOWLEDGEMENT

Profoundly I would like to give my heartfelt thanks and gratitude to God Almighty who by his tender mercy saw me through this course.

Thanks and high appreciation also goes to the members of my family led by Lily Lewis for their unceasing moral, spiritual, social and financial support.

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I want further to appreciate good will of the headteachers, chairpersons, teachers and pupils of the following schools that made it easy to elicit valuable information for the study which culminated in this report:- Agikdak primary school, Awonangiro primary school, Abarikori primary school, Aromi primary school and Aweiwot primary school.

In a very magnified way, my thanks go to the DEO Mr. Owiny Michael Peter for ever granting me permission to carry on with studies and giving professional advice.

Finally special thanks and recognitive go to my supervisor Mr. Odongo Mike who doubles as our Centre Director for being an academic firebrand that guided me against all odds to make this study and the course in general a success.

May the loving God bless you all abundantly

ABSTRACT

This study was specifically designed and conducted to investigate the influence of Universal primary education funding on the management of primary schools in Amolatar District. The study focused on how capitation grants infrastructures teachers' salaries and enrolment affect the management of schools. The researcher adopted the case study research design using quantitative approach to derive meaning from the data generated. The main research instrument used was questionnaires adopted and modified to suit the objectives of the research questions and objectives. 127 respondents were purposely and randomly sampled from all the five primary schools in Agikdak sub-county. Results from the study and the analysis indicated that UPE finding has a significant bearing on the performance of management in schools. It further revealed that management was scoring well in financial management but were set back by inadequate funds to facilitate the implementation of vital planned school development activities.

TABLE OF CONTENTS

Title page	
Declaration	ii
Approval sheet	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
Table of contents	vii
List of tables and figures	ix

CHAPTER ONE: INTRODUCTION

1.0	Introduction	1
1.1	Background of the study	1
1.2	Statement of the problem	3
1.3	Purpose of the study	4
1.4	Specific objectives	4
1.5	Research questions	4
1.6	Scope of the study	5
1.7	Significance of the study	5
1.8	Limitations	6
1.9	Operational definition of terms	6
1.10	Conceptual frame work	6

CHAPTER TWO: LITERATURE REVIEW

2.0	Introduction	8
2.1	Theoretical review	8
2.2	Actual review of related literature	9

CHAPTER THREE: METHODOLOGY

3.0	Introduction	14
3.1	Research design	14

3.2	Population of the study	14
3.3	Sampling methods	14
3.4	Data collection methods	14
3.5	Data collection instruments	15
3.6	Data collection procedures	15
3.7	Data analysis	16
3.8	Data reliability and validity	16
3.9	Ethical issues	16

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION/ DISCUSSIONS.

4.0	Introduction	17
4.1	Data presentation	17
4.2	Data analysis	22
4.3	Interpretation / Discussions	24

CHAPTER FIVE: SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.0	Introduction	26
5.1	Summary of findings	26
5.2	Recommendations	26
	References	27
	Appendix A: Work plan	29
	Appendix B: Budget	29
	Appendix C: Questionnaires for teachers	30
	Appendix D: Questionnaires for pupils	32
	Appendix E: Interview guide for DEO and head teachers	33
	Appendix F: Interview guide for SMC chairpersons	34

LIST OF TABLES AND FIGURES.

Table 4.1	Showing the effect of capitation grants on management of schools	17
Table 4.2	Showing teacher effectiveness, learning programmes and learners involvement in the school	18
Figure 4.1	Showing the effect of salary payment of teachers on management of schools	19
Table 4.3	Showing the effect of infrastructure on the management of schools	20
Figure 4.2	Showing the effects of pupils' enrolment on the management of Schools	21

CHAPTER ONE:

INTRODUCTION

1.0 Introduction.

The researcher in this chapter gave the background of the study, problem statement, purpose of the study, objectives, research questions, scope of the study, significance of the study, limitations, operational definitions of terms and conceptual frame work.

1.1 Background of the Study.

Universal primary Education and education for the development of the individual and the nation have been global desires since the United Nations Organization (now United Nations) Charter was signed by fifty nations in 1945, taking over from the covenant of the League of Nations. In 1948 the United nations General Assembly proclaimed the "Universal Declaration of human rights" (Anyamebo et al, 2008) The number of Countries that signed the UN charter increased to one hundred (100) in 1960 when Nigeria and other African countries gained political independence and to 127 in 1970 including Uganda.

In 1997 the Uganda government launched a 20 year Poverty Eradication Action Plan (PEAP) and Poverty Action Fund (PAF), where primary education was made central to eradication of poverty. In the same year, the government consequently introduced UPE project aimed at providing full tuition to four children per household (MOES, 1998). Currently UPE funds sent to government aided schools benefit all children.

The main funding body for primary education in Uganda is the government through UPE grants sent to schools. The economic, social and political goals of education in any country can be achieve effectively when resources which are a means of production of education like funds are adequately and equitably provided. UPE schools have fewer financial resources available than they could possibly used. They often operate under financial scarcity. Funds for operations in education are according to (Blazek, 1996) based on hopes, sometimes on prayers and almost on dreams.

Educational finances may well determine not only the quality of services learners receive, but the very future of the pupils. Common sense tells us that the amount of money spent in a school is directly proportional to how much the pupil learn but not every body agrees according to Myra and David, (2003)

The economic, social and political goals of education in Uganda can be achieved effectively when resources which are a means of production of education are equally and adequately provided. This is based on the fact that finances and / or funds are the means to purchase of the needed resources for teaching and learning. The day to day classroom life is influenced not only by the presence of merely the teacher but the adequacy of financial resources that help to provide whatever is required for learning. Head teachers have continued lamenting on the inadequacy of UPE funds sent to the schools for management of planned activities. Resources needed for proper school management seem to be inadequate (Lockhead and Verspoor, 1991)

UPE utilization policy gives directives on how Head teachers must spend funds sent to their schools; according to MOES (1998) funds must be utilized as; scholastic materials 35%, co-curricular activities 20%, Management 15%, Administration 10% and contingency 20%.

Complains arising from head teachers on inadequacy of UPE funds allocated to each vote indicates that proper management of schools is impeded by shortage of funds. Currently, in Uganda primary government aided schools, UPE funds form a key resource

that is used for the production of education. It therefore reflects that failure of the government to release funds to schools in time makes it difficult for school management team to afford both teachers' and pupils' materials used in the process of learning.

According to Mafabi, (1993) management involves planning activities which aim at fulfilling the objectives of a particular organization. He further posits that management is all about describing work to be done, making the personnel perform effectively and efficiently by using tools provided and coordinating different units. UPE funds sent to schools are meant to purchase all that is required to provide quality teaching and learning. Most of the government aided schools that benefit from UPE funding are still characterized by inadequacy of tools and materials meant for learning.

Okech et al (2003) contends that management is putting together various resources in a system for the purpose of achieving a set goal. For proper management of a school to take place it is important that adequate funds are provided for a number of activities including motivation of the human resource and provision of scholastic materials. In consideration of different schools of the thought, management is precisely distinct process of planning, organizing and controlling in order to determine and accomplish stated objectives with the use of human and materials resources (Terry and Franklin, 2003). This therefore explains that without adequate resources management is quite difficult. The inputs required for the implementation of the curriculum can easily be acquired when funds are available.

1.2 Statement of the problem.

Management of schools still has a lot of challenges due to inadequacy of funds to put in place the required resources to enhance good performance. Numerous complains are still registered by the stakeholders at the various levels. The operations of school managers in implementing the programmes aimed at the development of these schools are badly affected. Headteachers have continued lamenting on the difficulty they faced in school management. Enrolment has risen from 2.5 million in 1997 to 6.5 million in 2003 (MOES 2003). Infrastructures like classrooms, desks, teachers' tables, chairs and text books are inadequate in most schools resulting in many pupils sitting on the floor. In some schools some classes are still conducted under trees. Blames are traded among the various stakeholders about poor performance.

There is still continued emphasis of government commitment to provide financial resources to primary education. Interventions such as Education Management Strengthening Initiative (EMSI) which trained headteachers and gave modules of "Managing School Finances" and "Managing School Curriculum". Besides, there was also REPLICA (Revitalizing Education Participation and Learning in Conflict Areas) programme through which head teachers were empowered during workshops using modules like "Leadership and Governance" (MOES 2005). Further intervention by Ministry of Education is seen in introduction of Customized Performance Targets (CPTs 2005) where head teachers and their deputies signed performance agreement yearly to improve on management of schools.

Despite the above interventions, the problem of inadequate funding still persisted. This was the reason for which the researcher intended to examine UPE funding and management of primary schools in Amolatar District

1.3 Purpose of the Study

The purpose of this study was to examine the influence of UPE funds on the management of schools in Amolatar District.

1.4 Specific objectives

- 1.4.1 To examine how capitation grants affect the management of schools in Amolatar District
- 1.4.2. To find out the extent to which salary payments affect the management of schools in Amolatar District
- 1.4.3 To assess the effect of infrastructures in the management of schools in Amolatar District
- 1.4.4 To find out how the enrolment of pupils affect the management of schools in Amolatar District.

1.5 Research questions

- 1.5.1 How does capitation grant allocation affect the management of schools in Amolatar District?
- 1.5.2 To what extent have salary payment of teachers affected management of schools in Amolatar District?
- 1.5.3 How has infrastructure affected the management of school in Amolatar District?
- 1.5.4 To what extent does enrolment of pupils affect school management in Amolatar District?

1.6 Scope of the study.

1.6.1 Geographical scope:

This study was conducted in Agikdak Sub County located in Amolatar District. Amolatar is one of the newly created districts located in Northern region of Uganda.

1.6.2 Time scope:

This study covered the period between 2006 -2010. This period was specifically chosen because it shows time when Amolatar gained the status of district. It was then five years down the road yet the area still continued to face the problems of poor performance and poor management of public funds.

1.6.3 Content scope:

The study covered issues of UPE capitation grant, salary payments for teachers, infrastructure in schools and pupils enrolment in relation to school management.

1.7 Significance of the study.

The findings of this study is hoped to be of great benefit to the following.

The policy makers:

Who may see the relevance of making constructive policies that will promote quality teaching and learning.

The educational administrators at district level:

Who may use the findings to address gaps existing in UPE implementation

School management committee:

Who are actively involved in utilization, budgeting and implementing activities at school level.

Future Researchers:

Who may use the findings to enrich their literature reviews and gain deeper understanding of UPE funding

The local community:

Who are the direct beneficiaries of the UPE programme.

1.8 Limitations:

The study was affected by set backs such as: High costs involved in areas of administering instruments, transport and producing the report. However this problem was addressed by seeking financial assistance from relatives and friends. Some respondents reluctant to participate. This was mitigated by the permission given by the headteacher and generating confidence that the information will be used purely for academic purpose. There was also the limitation of technicalities which was addressed by seeking guidance from the supervisor.

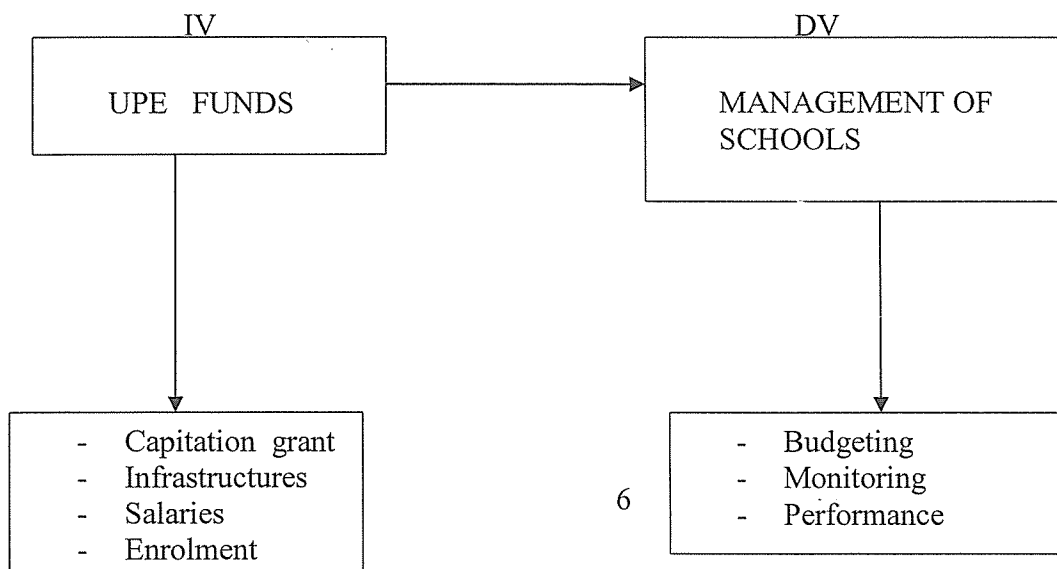
1.9 Operational definition of terms:

UPE funds -funds sent to government aided schools to benefit all school age going children. These funds include salary for teachers, capitation grant, and grants for infrastructural development to cater for the increasing enrolment.

Management -What is done by human beings to keep an organization or institution, a group, etc. running effectively to achieve its objectives it can also putting together resources for the purpose of achieving a set goal.

1.10. Conceptual Frame work

FIGURE 1: Conceptual frame work showing the relationship between UPE funding and management of schools.



In this relationship, UPE funds were conceived as independent variable (IV) and management of schools as dependent variables (DV). IV with dimensions the capitation grant: the amount and timing of its release have a big bearing on the management of schools. If adequate amount is given in time, then performance in budgeting and budget implementation is good. When amount and quality of infrastructures are good then performance is easy to improve. When teachers' salaries are reasonable and paid in time then teachers are self-motivated and therefore monitoring and supervision become easier. High enrolment affects performance positively or negatively depending on whether there are enough facilities and teachers or not. Basically the figure shows the relationship that exists between the dimensions of the IV and that of the DV

CHAPTER TWO. LITERATURE REVIEW.

2.0 Introduction:

This chapter basically dealt with review of related literature on UPE funding and management of schools. It focused on theoretical review and review of related literature.

2.1 Theoretical review

This study has relevancy to a number of theories

Mcgregor (1960) in his theory X and theory Y: management assumes employees are inherently lazy and will avoid if they can and that they inherently dislike work and as a result management believes that workers need to be closely supervised and comprehensive system of control developed (theory X). Though the critics say the theory has been proven counter-effective, it seems to be working in the Uganda context Headteachers now sign performance agreement which stipulates tight supervision and regular reporting. In theory Y management assumes employees may be ambitious and self-motivated and exercise self-control. McGregor simply argues for managers to be open to a more positive view of the worker and the possibility that this creates. Unless there is enough fund to run the organization (school) the manager (head teacher) finds it extremely difficult to apply theory Y.

Whonderr, (2011) in his Agency Theory in financial management postulates that the day to day running of a business enterprise is carried out by managers as agents who have been engage by the Owners of the business, as principals, who are known as stakeholders. The is based on the notion of the principle of 'two-sided transaction' which holds that any financial transaction involves two parties both acting in their best interest,

but with different expectations. In the school context, government expects the teacher to cause positive transformation of the Nation through teaching while the teachers expect a good token in the name of good salaries.

Zaltan,(1973) as quoted by Uba Adamu, advanced two models of change:

Organizational change model and Authoritative / participatory model. The organizational models are concerned with group process and emphasize the effect of internal environment of an organization on the change process. Two basic changes are suggested, initiation and implementation each with a series of sub-stages. Initiation sub-stages are knowledge awareness, attitude formation and decision while implementation goes through initial implementation and continued-sustained implementation. This implies that many changes are initiated but not implemented fully or at all. For instance lack of teacher commitment may produce only passive compliance with change and thus the potential benefits may not be fully realized. The authoritative/participatory models characterize change in terms of extent to which decisions are made by authority figures in which decisions about the nature and the process of change are made entirely by individuals holding positions of authority may be within the organization (e.g. teachers), or outside (the Ministry of education). Although the authority figures more in this model, the implementers must have an input no matter how negligible, in some stage of the decision making regarding innovation.

Fagerlind and Saha,(1982) as again quoted by Uba contended “it is certain by the late 1950s and early 1960s there was general agreement among politicians, educational and social planners, and schools that education was a key change agent for moving societies along the development continuum” . Within this context Uba argues, expanded and improved educational provision became a focus of development efforts, especially in developing countries as a means of acquiring new skills and improving productivity. The rationale behind this argument is reflected in the introduction of UPE in Uganda.

For the purpose of this study Zaltan et al's theory was used.

2.2 Actual Review of related literature.

2.2.1 UPE capitation grant and school management

Support funds for Uganda UPE programme have come from the World Bank, the Netherlands Government, the United States Agency for International Development Denmark and Britain (Elwana, 2009). Elwana further contends that the President of Uganda, His Excellency Kaguta who is a strong advocate of UPE which he used in his campaign strategy during 1996 presidential election says it will help' in eradicating poverty. The president has given directives to all school headteachers not to put extra charges to parents with the view that the UPE capitation grant will cover all the activities.

The Ministry of Education and sports provides two types of grant: capitation grant and school facilities grant. It pays capitation grant on the number of pupils' enrolment in a school and depending on the level of education. The monthly rate per child is fix at 5000/= (US \$2.7) for classes P.1-P.3 and 8100/= (US \$ 4.4) for classes P.4 -P.7, payable for a fixed period of 9 months per year (MOES, 2005). The Ministry disburses the money to districts which in turn send the money to the schools. The share given to education has been fluctuating greatly due to political and economic factors which are still prevailing up to now (Mafabi, 1993). The pattern of allocation of government recourses to education in Uganda reflects an imbalance where higher levels of education are funded fully for tuition and maintenance. In most government aided primary schools, boarding is purely the responsibility of parents who are unable to meet fully.

UPE capitation grant to schools is meant to improve equitable access to basic education by removing the burden of paying fees and enhancing the quality of primary education meant to provide schools with recourses necessary to run them (MOES, 2001). According to Nabalirwa (2010) the implementation of UPE in Uganda has been met with a lot of challenges. Planning and Organizing frame work does not support its implementation and coordination and as a result, the ability of schools to plan and organize for instructional materials has been affected. Nabalirwa further puts its that, as a result of in adequate funds, delay in release of funds and restriction in utilization, the management of schools have remained difficult.

2.2.2 Salary Payments.

Primary teachers in Uganda who are the prime implementers of the UPE programme earn only slightly more than US \$ 100 a month -scarcely enough to leave on. Despite the enormous contribution, teachers have been constantly let down by the government yet held accountable for the quality of education (Teopista; 2010). Teachers have attempted to strike in view of moving the government to increase their salaries. According to Teopista teachers are doing heroic job and deserve all solidarity in their struggle for education funding. She further contends that UPE is always released very late which has affected the teachers planning.

Low salaries for teachers still pose a big threat to the management of schools. "MPs block budget over teachers pay" was the lead story on the New Vision of August 19th 2011 (Namutebi Aug 19, 2011). Wesonga (Aug 19,2011) reports "Minister of Education sent away over teachers pay. Dr. Lyomoki, the Chairperson Parliamentary Committee on social services was reported to have told the Education Minister, Alupo "if you can not tell us if you will increase teachers' salaries; you are not serious. You just have to go back". This indicates how serious the UPE funding affects school management.

According to Kajubi (1992) teachers are meant to earn salaries according to their qualifications, grade of the school and subject taught. Currently a grade III teachers earns U-7 scale which is equivalent to 273,000/= no matter ones additional qualifications

Mabel, (2003) the view of employees as rational economic men states that "the pursuit of self interest and maximization of gain are the prime motivators of employees" further more Adam's Equity theory as quoted from Mabel urges that inequity exists wherever people feel that the rewards obtained for their efforts are unequal to those received by others. Teachers have since advocated for the government to raise their salaries to a reasonable amount that puts them to a fair balance with other sectors. Mabel with his process of human resource management advances that equity is important for managers in rationalizing the level of pay within the organization.

To organize teachers to implement UPE in their schools, motivation remains paramount.

Musaazi, (1982) posits that creation of conditions which make possible greater self direction by the staff in the performance of their duties is paramount in order to achieve school objectives. This was also supported by Chandan, (1997). This means that the human resource like teachers must be provided with an environment that is motivating and satisfying for the achievement of school goals.

2.2.3 Infrastructure.

According to the UPE policy guidelines (MOES, 2000) basic infrastructure is to be provided by government under the school facility grant (SFG) and decentralized Instructional Material Procurement (DIMP) . Roger, et al, contends that educational infrastructure that will have most impact include, as a minimum package, the provision of facilities such as classrooms, outdoor learning and play areas, furniture, water and sanitation, administration building, storage, cooking and boarding facilities. The provision of teachers' housing is often a priority for ministries of education particularly in rural areas but is expensive to construct. Infrastructure programme have a role to play in strengthening school management. The average cost of one classroom under the Local Government Competitive Bidding Procurement Method is about US \$ 11,700, a single latrine ---US \$1,000 -1500, furniture for 60 pupils ---US \$ 1,500 -2000, Administration unit ---US \$15,000. This is too expensive for a country like Uganda which has low income.

Duta (2008) explored three latent perceptions of schools infrastructures as basic, supportive and activity based infrastructures. He posits that basic infrastructures include classrooms, blackboard teaching, books, midday meals; supportive infrastructure as drinking water, toilet, friends and health checkup; and activity. based infrastructure as teaching learning materials, games and cultural programmes. All these act as motivating factors to attend schools. Students want to come to school in order to explore and apply their potentials hence students like activity based infrastructure most. This explains how infrastructure can affect management of schools.

School inputs have a strong positive effects upon educational outcomes particularly schools with low inputs. In Brazil the infrastructure has strong impact on school

performance it was inferred that without the investment in schools' infrastructure, educational outcomes would even have been worse (Satyro and Soares, 2009).

According to a study of the PEDP (Primary Education Development Programme) III Misungwi district in Tanzania, primary schools across the country had inadequate and poor school physical infrastructure and teaching resources which hindered achievement of the UPE target. The current national efforts have embarked on school infrastructure as a determining factor towards achieving quality UPE. The observed characteristics of UPE in Tanzania include among others large classes, shortage of qualified teachers, high retention in lower grades, and weak transparency and accountability in school management (Mabula, 2005).

2.2.4 Pupils enrolment

According to MOES,(2005) the number of school going age children enrolling for UPE programme has rapidly increased. The introduction of the programme in 1997 made a gross enrollment to rise from 5.3 million pupils in 1996 to 7.6 million in 2003. .Ssekandi, (2005) contends that increase in enrolment of pupils in school makes the programme remarkable and that it has made the country a model for other countries that want to start the UPE programmes. Ministry of Education Statistics indicates that because of the introduction of UPE, gross enrolment increased by 73% in one year from the pre -UPE total of 3,068,625 pupils in 1996 to 5,303,564 in 1997. By 2003 gross enrolment in primary were 7,633,314 children representing an increase of 149% of the pre UPE enrolment. Ssekandi further posits that the overwhelming enrolment has made available facilities to be stretched to breaking points. In some places especially rural areas, the ratio of pupils to teacher exceeds 100 to 1. According to Ssekandi some schools have been learning under trees. Classes would be crowded, pupil text book ratio would be great and therefore affect the general school management.

CHAPTER THREE. METHODOLOGY.

3.0 Introduction

In this chapter, the researcher indicated the design of the study, the population, and sample that was involved in the study, data collection methods and research instruments. It also focused on procedures for data collection, data analysis, reliability and validity of data and ethical issues.

3.1 Research Design.

The study was both qualitative and quantitative. The researcher adopted a case study research design. This is because case study provides opportunity for in-depth collection of information (Amin, 2005).

3.2 Population of the study.

The study was carried out in Agikdak Sub County. It covered the key informants

such as the DEO, Headteachers, SMC chairpersons and pupils.

3.3

Respondents	Sample Size	Instrument
District Education officer	01	Interview
Head teachers	05	Interview
Teachers	36	Questionnaires
SMC - chairpersons	05	Interview
P.7 pupils	80	Questionnaires
TOTAL	127	

Sampling methods.

Both purposive and simple random sampling techniques were used to select the sample size that will be involved in the study.

Table 1: showing the population and sample size that was determined using Krejcie and Morgan (1970) table

Respondents	Population	Sample	Sampling technique
District Education officer	01	01	Purposive
Head teachers	05	05	Purposive
Teachers	40	36	Simple random
SMC - chairpersons	05	05	Simple random
P.7 pupils	100	80	Simple random -
TOTAL	151	127	

3.4. Data Collection methods.

The researcher used questionnaires and interview as data collection instruments.

Observation and documentation was also applied.

Table 2: showing the Respondents, sample size and instruments that were used to collect data.

Observation was used to collect physically tangible items such as and records of UPE utilization, attendance and drop- outs.

3.5 Data Collection Instruments.

3.5.1 Questionnaires

This comprised of closed ended questions tabulated that were ticked by the respondent. This was used to elicit information from pupils and teachers. It is a major tool because it was administered on many respondents in a short time.

3.5.2 Interview Guides

These are written questions which were used by the researcher to gather information from the DEO, Headteachers and the SMC chairpersons

3.5.3 Observation checklists

Observation was used to collect physical information on the ground.

3.5.4. Documentation.

This is checking of relevant documents, posters, displays and files. It helped the researcher to examine the records from the headteachers.

3.6 Data collection procedure

The researcher submitted the proposal approved by the supervisor and was issued a letter of introduction that he presented to the CAO who directed him to go through the DEO. The DEO gave the researcher a go ahead to reach the schools. The introductory letter was presented to the head teachers for permission carry out the study in their schools. The researcher proceeded to collect the data using the instruments from school to school while distributing and collecting filled questionnaires. When data collection was completed, and the data was analyzed and final report was compiled and submitted to the Faculty of education (IODL).

3.7 Data analysis

The data was edited and coded on tables, bar- graphs and pie-charts. The data was then analyzed accordingly guided by the research questions.

3.8 Data reliability and validity

The researcher carried out pre-test of the instruments on 9 potentials respondents in Alobokwe parish who were not part of the sample selected for the study. The information

collected was then compared to ensure data consistency and reliability. The researcher also used face validity because it allows room to provide consistency when repeated.

3.9 Ethical Issues:

The researcher took care of the research ethics by presenting introductory letter from the head of in-service IODL of the University stipulating the purpose of the study. It was made known to the respondents that their names and other personal identification would be kept confidential. Embarrassing questions that would bring about guilt, risks or discomfort to respondents were avoided during the process of conducting the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION / DISCUSSIONS

4.0 Introduction

In this chapter the researcher presents the data collected, analysis of the data and data interpretation /discussions.

4.1 Data Presentation

Table 4.1 showing the effect of capitation grant on the management of primary schools

Variables of study	Responses											
	Strongly agreed		Agreed		Not sure		Disagreed		Strongly disagreed		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Development plans actively implemented	10	40	12	48	03	12	00	00	00	00	25	100
Capitation grant adequate	00	00	00	00	00	00	08	32	17	68	25	100
Capitation grant budgeted and approved.	18	72	07	28	00	00	00	00	00	00	25	100
Books of account audited	14	56	09	36	02	08	00	00	00	00	25	100
Regular school based professional development programmes done.	00	00	02	08	08	32	15	60	00	00	25	100
SMC regularly met teachers	00	00	00	00	00	00	17	68	08	32	25	100
SMC minutes well kept	19	76	05	20	01	04	00	00	00	00	25	100
Pupils informed on capitation grant.	05	20	14	56	02	08	04	16	00	00	25	100

Source: Field date 201

25 of the selected 36 respondents were covered from the five primary schools in Agikdak sub-county (Amolatar District).

Table 4.2: Showing teacher effectiveness, learning programme and learners' involvement.

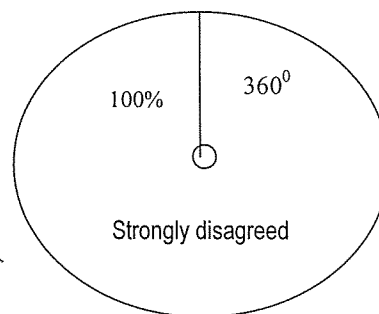
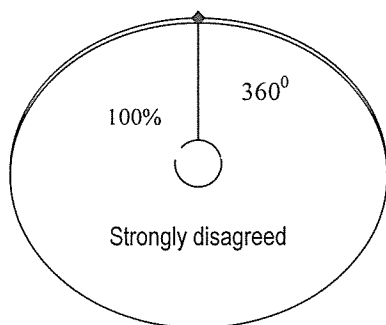
Variables of study	Responses in percentage			
	Yes	No	Not sure	Total
Teacher effectiveness:				
Learners do printed tests every two weeks.	06	94	00	100
Teachers follow time table.	10	76	14	100

Teachers mark pupils' work in class.	70	30	00	100
Homework given and marked regularly.	10	86	04	100
Learners' work displayed in class	10	80	10	100
Learning programme				
Headteacher comes to class during the learning process.	74	10	16	100
Pupils given books to read.	78	20	02	100
Regular attendance by pupils.	72	28	00	100
Learners involvement.				
Pupils were informed on UPE funds	84	12	04	100
Pupils participated in decision making.	24	46	30	100

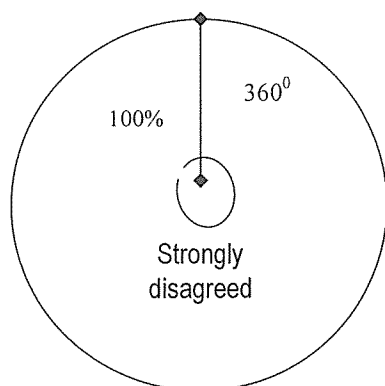
Source: Field data, 2011.

50 of the 80 respondents randomly selected from the five primary schools in Agikdak sub-county (Amolatar District) were covered on teacher effectiveness learning programmes and learners involvement in management issues.

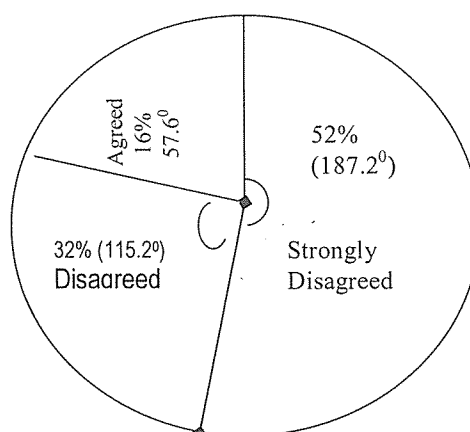
Figure 4.1 showing the effect of salary payments of teachers on management of schools in Agikdak sub-county (Amolatar District).



Teachers were well paid



Teachers were highly motivated



Teachers salaries paid in time

Teachers are rewarded for high performance

Source: Field data, 2011

25 respondents were covered out of the selected 36. Assessment was done on teachers payments in terms of adequacy, timing, motivation and reward for high performance.

Table 4.3: Showing the effect of infrastructure on the management of primary schools in Agikdak sub-county (Amolatar District).

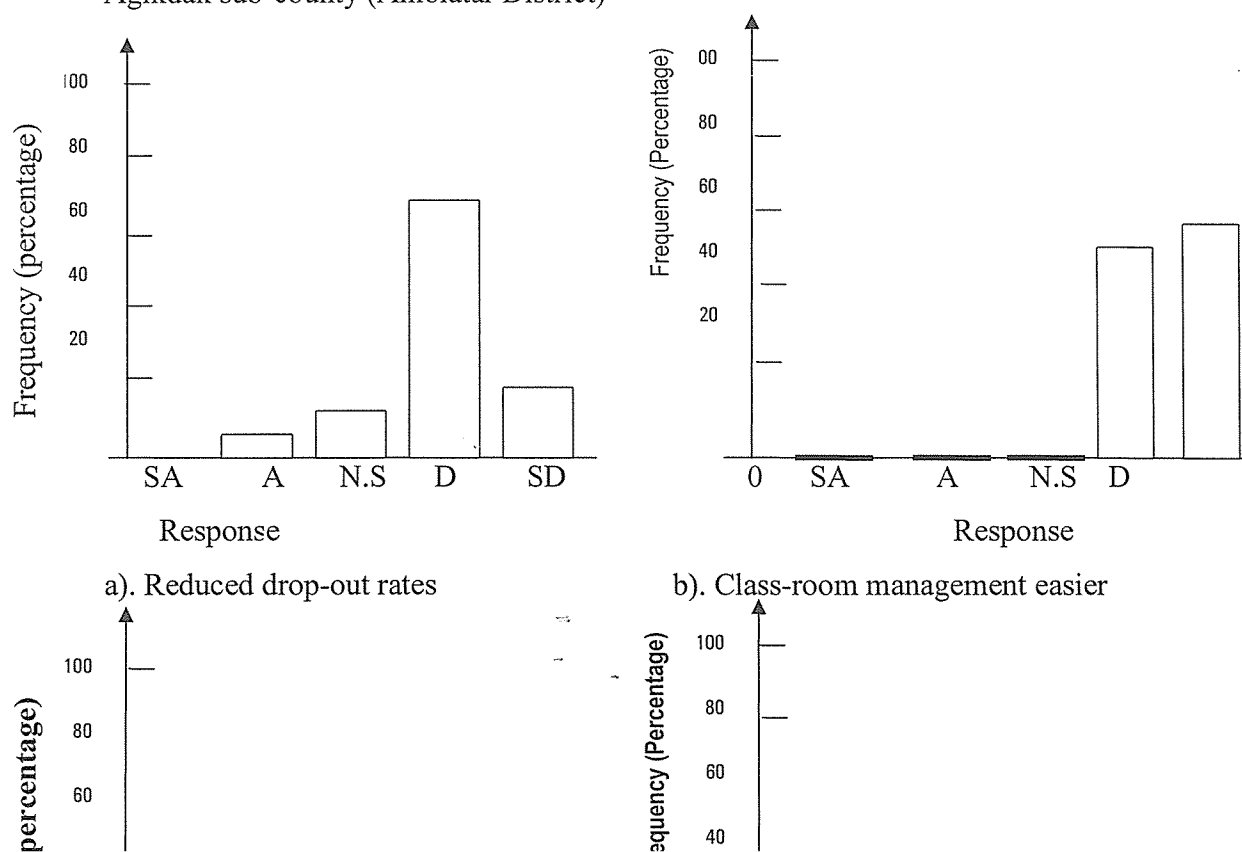
Variables of study	Responses					
	Strongly agreed	Agreed	Not sure	disagreed	Strongly disagreed	Total

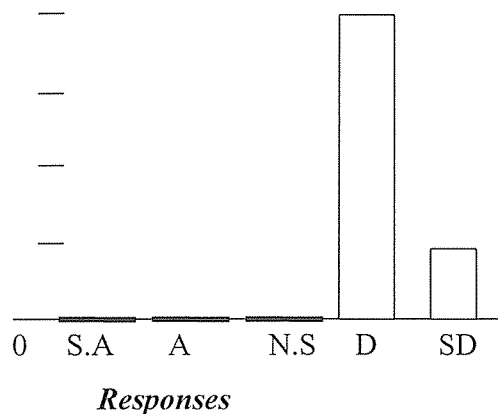
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Enough teachers' houses	00	00	00	00	00	00	20	80	05	20	25	100
Adequate text books	00	00	08	32	05	20	10	40	02	08	25	100
Sufficient co-curricular facilities and equipments	00	00	00	00	00	00	02	08	23	92	25	100
Enough sitting and writing spaces	00	00	08	32	02	08	15	60	00	00	25	100
Enough separate latrines for boys and girls.	00	00	06	24	04	16	13	52	02	08	25	100

Source: Field data, 2011

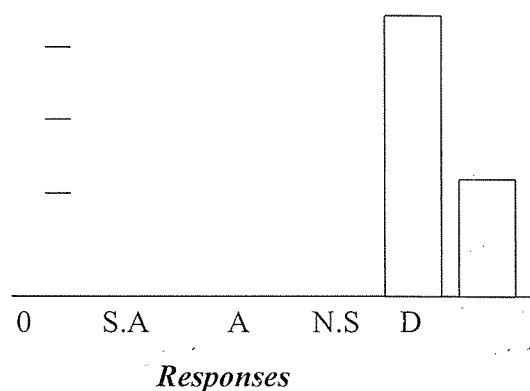
25 respondents were reached and assessed on adequacy of teachers' houses, text books, co-curricular facilities and equipments, sitting and writing space and latrines for boys and girls.

Figure 4.2 showing the effect of pupils' enrolment on the management of schools in Agikdak sub-county (Amolatar District)





c) Regular pupils attendance



d) Parents visited school regularly.

25 respondents reached to assess the effect of enrolment on management of primary schools in Agikdak sub-county in terms of reduced drop – out rate, easy classroom management, regular attendance of pupils and regular school visits by parents.

In the interactions with the SMC chairperson of 4 schools in Agikdak sub-county, the following came up. 3 schools had already held three meetings spread evenly in the 3 terms of 2011. One school had already held 4 SMC meetings. All the chairpersons expressed insufficiency of UPE funds and lamented low salaries for teachers. They also indicated inadequacy of desks for pupils and tables for teaches. The challenges mentioned included poor and inadequate houses for teachers, over-crowding in classrooms and limited funds to implement planed activities effectively.

The interview with the 4 headteachers reached revealed the following. Planning, budgeting, purchasing and accountability were carried out effectively. Insufficiency and delayed release of UPE funds and inadequacy of facilities for games and sports were noted. Emphasized was the high pupils teacher ratio and supervision was taxing because some teachers operated private businesses which interfered with the school programmes, parents were asked to support the school programmes by contributing some funds for the construction of teachers' houses. Constraints caused by increasing commodity prices were hinted.

Responses from DEO included his role of ensuring proper accountability of UPE capitation grant by issuing clearance slips only after the auditor had cleared the headteachers for the preceding money received. He further expressed the insufficiency of UPE funds to run the activities required to meet the minimum standard stipulated by the ministry of education. On a positive note, he said a majority of the school children sat on desks. Increasing commodity prices and high pupil teacher ratio posed a challenge. Finally he said the industrial action by teachers in September 2011 on low pay had seriously affected the teachers' morale.

4.2 Data analysis.

How does capitation grant allocation affect the management of schools in Amolatar District?

Table 4.1 shows that of the 25 respondents covered, over 87% strongly agreed and agreed that financial management in primary schools was effectively done. However 100% strongly disagreed and disagreed that the capitation grant allocation was adequate and that the SMC met teachers regularly and 60% of the respondents disagreed that regular school based professional development programmes were held.

Table 4.2 shows that teachers effectiveness is lacking 70% of the respondents accepted that teachers mark children's work in class. 80% and 86% denied that teachers displayed children's work and gave and marked home work respectively. Over 70% of the respondents said yes to the learning programmes. Pupils were informed of UPE funds – 84% agreed but children were less involved in decision making 46% disagreed while 30% were not sure.

From figure 4.1 (d) only 16% of the respondents agreed that teachers were rewarded for high performance; 32% and 52% disagreed and strongly disagreed this.

To what extent late salary payment of teachers affected management of schools in Amolatar district?

From figure 4.1, 100% of the respondents strongly agreed that teachers' salaries were paid in time. The same 100% of the strongly disagreed that teachers were well paid and that teachers were highly motivated. 52% strongly disagreed that teachers were rewarded for high performance.

How has infrastructure affected the management of schools in Amolatar

District?

Table 4.3 Shows that 32% of the respondents agreed that there were adequate text books and enough writing spaces. Only 24% agreed that there were enough separate latrines for boys and girls. 52% disagreed and 8% strongly disagreed this. 60% disagreed that there was enough sitting and writing spaces. 100% disagreed and strongly disagreed that there was enough houses for teachers and that there sufficient facilities and equipments for co-curricular activities.

To what extent does enrolment of pupils affect school management in Amolatar district?

Figure 4:2 reveals the following:

2 teachers out of the 25 involved in the study agreed that drop out rate had reduced which is 8% while 16 teachers (64%) disagreed.

No teacher agreed that classroom management was easier while 48% disagreed and 52% strongly disagreed. No teacher agreed that pupils attended schools regularly while 80% disagreed and 20% strongly disagreed.

None of the teachers agreed that parents visited schools regularly while 68% disagreed and 32% strongly disagreed.

4.3 Interpretations / Discussions

The first research objective was to examine how capitation grant allocation affects the management of school in Amolatar district. The finding of the study show that aspects of financial management like planning, budgeting, auditing and record keeping are effectively done (over 87%) as per table 4.1. This is in conformity with what management involves (Mafabi, 1993). The capitation grant allocation is inadequate to fund all the school vital activities 100% of the respondent disagreed its adequacy SMC members do not meet teachers regularly to discuss performance. School based professional development programmes are not held indicating lack of fund to facilitate them. This is consistent with Blazek (1996).

In the area of teacher effectiveness, teachers did not score well. Teachers are not displaying learners work in class nor are they giving and marking home work regularly as portrayed in table 4.2. Children are less involved in decision making. Teachers are not rewarded for high performance over 80% of the respondents believed this as presented in figure 4.1d this agrees with Nabalirwa (2010).

The study also sought to find out the extent to which salary payment of teachers affect the management of schools in Amolatar District. Teachers' salaries are paid in time. Teachers are not well paid and are not rewarded for high performance as presented in figure 4.1. Low teachers' salaries are lamented by both the SMCs and the headteachers. This finding conforms to assertion by Teopista (2010) and also in line with reports by Namutebi (2011) and Wesonga (2011). This is further supported by Adams' equity theory (Mabel, 2003).

The study further sought to assess the effect of infrastructure on management of schools in Amolatar District. There are inadequate textbooks, the sitting and writing spaces are still not enough, latrines for boys and girls do not meet the minimum required ratio, teachers' houses are inadequate and facilities and equipments for co-curricular activities are in sufficient as revealed in table 4.3.

This finding gives validity to what Lockhead and Verspoor (1991) stated about the inadequacy of resources needed for proper school management. The finding is not consistent with the UPE policy guidelines for the provision of infrastructure (MOEs, 2000). Educational outcomes will not be good in the trend continued (Satro and Soares, 2009).

Finally the study sought to find out how enrolment of pupils affected the management of schools in Amolatar District. The drop –out rate is not reduced.

Pupils' attendances are irregular as shown in figure 4.2 On the background of inadequate infrastructure many children do not attend school. These matches with the assertion by Duta (2008) that “students want to come to school in order to like activity based infrastructure most”. Classroom management is not any easier due to high pupil teacher ratio resulting from high enrolment and this agrees with Sekandi (2005) who said overwhelming enrolment had made available facilities to be stretched to breaking point.

CHAPTER FIVE

SUMMARY OF FINDINGS AND RECOMMENDATIONS.

5.0 Introduction

This chapter of the study provides the summary of findings and recommendations to various stakeholders in the education system.

5.1 Summary of findings.

The purpose of this study was to examine the influence of Universal Primary Education on the Funds of the management of schools in Amolatar District. The findings of the study and analysis showed that UPE finding have a crucial role in the management of schools.

The first objective was to examine how capitation grant allocation affected the management of schools. The finding showed that the school management was performing well in managing the UPE grant however the capitation grant was inadequate to implement all the crucial planned activities.

The second objective was to find out the extent to which salary payments of teachers affected management of schools. The finding of the study revealed that teachers' salaries are very low and not motivating at all.

The third objective sought to assess the effect of infrastructure on management of schools. The finding of the study revealed that basic infrastructure like teachers houses, latrines, text-books and facilities for co-curricular activities were seriously lacking.

Lastly, the study sought to find out how enrolment of pupils affected the management of schools in Amolatar district. The findings showed that high enrolment had led to over crowding in classes and continued dropping out of school by pupils.

5.2 Recommendations

- Government should consider increasing the UPE capitation Grant to schools to are reasonable amount to cater for the increasing commodity prices.
- The UPE policy guidelines should be reviewed to allow parents to pay some funds to support capitation grant.
- Teachers' salaries be increased by at least 50%.
- Government should step –up the effort to build more houses for teachers.
- SMC should initiate teachers support programmed in their respective school

Suggestion for further research

Further study should be carried out on academic background of parents in relation to drop –out rate.

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APPENDIX C:

Questionnaire for teachers

Dear Respondent.

I am a student pursuing a degree in primary Education at Kampala International University. Following the requirement for finalizing my study, I am required to conduct a research study.

I thus have to conduct a research study with the title "UPE Funds and Mgt of primary schools in Amolatar District." So as to come up with this study, I need your support by helping to complete this questionnaire. The information that you will provide will be treated with high degree of confidentiality.

Thank you in advance.

SECTION A: Background

Name of school: -----

1. Age bracket

20- 25 ☐ 26-30 ☐ 31-40 ☐ 41-50 ☐ above 50 ☐

2. Gender Male ☐ Female ☐

3. How long have you been teaching?

Less than 5 yrs ☐ 6-10yrs ☐ 11-15 yrs ☐ 16-20yrs ☐ 20 and above ☐

4. Position held -----

SECTION B:

Key: SA Strongly Agree A. Agree NS. Not sure D. Disagree SD. Strongly Disagree

Statement	Responses				
	SA	A	NS	D	SD
Capitation Grant					
1. The school has a development plan that is actively implemented.					
2. Capitation grant to our school is adequate					
3. Capitation grant is always budgeted by the SFC and approved by the SMC.					
4. Capitation grant accounts books are					

8. There is good relationship between teachers and the school managers.					
9. Minutes of the SMC are well kept and circulated in time.					
10. Pupils are always informed of the capitation grant released.					
Teachers' Salary					
11. Teachers in our school are well paid.					
12. Teachers are highly motivated					
13. Salaries are paid in time					
14. Capitation grant is used to reward good performing teachers.					
Infrastructure					
15. Our School has enough teachers' houses					
16. We have adequate text books and other instructional materials.					
17. We have sufficient co-curricular equipments and facilities.					
18. Our pupils do printed tests at least twice a month from UPE funding.					
19. We have enough sitting and writing spaces for the existing enrolment.					
20. The school has enough latrines for boys and girls separately.					
Enrolment					
21. U.P.E has reduced drop out rate of pupils					
22. Class room management is easier					
All pupils registered attend school regularly.					
Parents are sensitized and now visit school regularly.					

Thank you for your co-operation.

APPENDIX D:

Questionnaires for pupils

Dear Respondent.

I am a student pursuing a degree in primary Education at Kampala International University. Following the requirement for finalizing my study, I am required to conduct a research study.

I thus have to conduct a research study with the title "UPE Funds and Mgt of primary schools in Amolatar District." So as to come up with this study, I need your support by helping to complete this questionnaire. The information that you will provide will be treated with high degree of confidentiality.

Thank you in advance.

SECTION A: Background

1. Age bracket: 11-13 ☐ 14-16 ☐ above 16 ☐
2. Gender: Male ☐ Female ☐
3. Class -----
4. Position: Pupil ☐ Prefect ☐

SECTION B:

Key Y = Yes N – No NS – Not sure

Statement	Response		
	Y	N	NS
1. Pupils are informed of the amount of UPE grant to school.			
2. Learners participate in decision making			
3. We do printed tests every two weeks.			
4. I love to become a teacher			
5. Our teachers follow the time table.			
6. We have clean class room, compound and latrines daily.			
7. We have enough desks in our class			
8. The headteacher comes to the class when we are			

APPENDIX E

Interview guide for DEO and headteachers

1. Which position do you hold in this office?
2. What are the funds given under UPE?
3. What roles do you play in managing UPE funds?
4. Are the UPE funds received by schools according to the budget as required by the minimum standard?
5. What effects has UPE funding had on the management of schools?
6. Do you have enough seats for all the pupils in the school (s)?
7. How has low teachers salaries affected performance in the district/school?
8. How has high enrolment affected management of schools?
9. What challenges do you face in managing UPE funds?

10. What strategies have you put in place to fill the gaps created by insufficient UPE funds?
11. What advice can you give to improve on school management
 - Government?
 - Headteachers?
 - SMC Chairperson?

APPENDIX .F.

Interview guide for SMC Chairpersons

1. Which position do you hold in this school?
2. How long have you been a member of the SMC?
3. State your school Vision and Mission.
4. How many S.M.C meetings have you held this year?
5. When did you last check the school stores and library?
6. How often do you meet teachers to discuss performance?
7. Do you supervise/monitor teachers during lessons?
8. Are the UPE funds sufficient to run all the school activities?
9. How is your school performing in academics?
10. How does the UPE funding affect your management roles?
11. What can you say about the furniture in your school?

12. How does teachers' Salary affect your performance as SMC?
13. What challenges do you face in running the school?
14. What strategies have you put in place as SMC to improve the management of the school?