

**UNIVERSAL PRIMARY EDUCATION AND ACADEMIC PERFORMANCE IN SISSA
SUB COUNTY WAKISO DISTRICT**

A Research Report

Presented to the Collage of Open and Distance learning of

Kampala International University

Kampala, Uganda

In Partial Fulfillment of the Requirements for the Diploma

In Primary Education

By:

Asimwe Molly

June, 2011

DECLARATION A

"This Research Dissertation is my original work and has not been presented for any academic award in any university or institution of higher learning".

Asiimwe Molly ~~MA~~
Name and Signature of Candidate

June 2011
Date

DECLARATION B

I confirm that this Dissertation was carried out by the candidate under our supervision".

Tindyebeba Wubayone Prof. Dr. T. Wubayone

Name and Signature of Supervisor

DEDICATION

This scholarly piece of work is dedicated to my mother, my children Michelle, Melissa, Mellanie, Jerry Melvin, my dear husband Mr. Muhumuza John sisters and brothers, Mr and mrs Godfrey Ruhurira and the family and all my lectures at Kampala International University.

ACKNOWLEDGEMENTS

First of all, I thank God Almighty, Jesus Christ, and the Holy Spirit for giving me strength, wisdom and all the necessary protection, providence and guidance throughout the struggle to achieve my educational carrier.

I acknowledge and appreciate My husband who has encouraged me to go for further studies , the Proprietors of King Way Schools who have employed me and allow me to go for further studies Mr. Tindyebwa Wilberforce Lecturer at Kampala International University who assisted me to carry my research and my sister Rebecca for all assistance she gave me during my course.

ABSTRACT

This study established the relationship between Universal primary education and academic performances of pupils' in Sissa Sub County Wakiso district Uganda. Specifically, the study wanted to establish (i) the relationship between teaching/learning resources (ii) teacher pupil ratio (ii) pupils' attendance and academic performance of pupils in Masulita Sub County Wakiso district.

The study was descriptive and co-relational in nature based on quantitative approach involving 52 teachers and 225 pupils' selected from five schools in the Sub County using stratified random sampling Primary data on school resources, teacher pupil ratio and pupils attendance were collected using self administered questionnaires and analyzed by summary statistics (e.g. Means and standard deviations) and Pearson Linear Co-efficient. Data on pupils' performance were obtained from the selected school with permission of school administrators and summarized using the same statistics.

The study found significant relationship between teaching/learning resources; teacher pupil ratio and pupils' academic performance while the relationship between pupils' attendance and their academic performance was found to be insignificant. From these findings appropriate conclusions and recommendations were made. The recommendations from the study were; (i) Government and other relevant stakeholder should ensure that there is provision of the basic teaching/learning resources to enable teachers be well equipped to enhance their delivery in order to bring about improvement in performance of pupils (ii) There is a need to hire teacher basing on the number of pupils in the school and to determine the maximum pupil per teacher beyond which pupils can be divided into streams to bring about closeness between the teacher and the pupil and to enable teacher to cater for individual attention (iii) There should be a joint effort by teachers' parent and other stake holders in encouraging pupils to always attend classes as missing classes mean missing to get what will constitute the assessment and in turn this brings poor performance, and (iv) School feeding programmes need to be established in all UPE schools in Sissa Sub County to attract pupils stay at school

throughout the day since being hungry makes some pupils leave school before time to go and get what to eat from homes.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL SHEET A	Error! Bookmark not defined.
APPROVAL SHEET B	Error! Bookmark not defined.
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE	1

INTRODUCTION

Background of the study	1
Ministry of Education and Sports	3
Local authorities	3
School management committees	4
Access to education	4
The quality of education	5
Equity in education	6
Statement of the problem	11
Purpose of the study	11
Objectives of the study	11
Research questions	12
Scope of the Study	12
Significance of the study	12

CHAPTER TWO

REVIEW OF RELATED LITERATURE	14
Introduction	14
Concepts, ideas and opinions from experts	14

Conceptual Frame Work.....	15
Teacher pupil ratio and students academic performance.....	16
Teaching learning resources and academic performance.....	18
Teachers and the facilitation of universal primary education.....	19
Class Attendance and academic performance	20
Social- Economic status of the people and universal Primary Education.....	22
Quality of Education and universal Primary Education	24
CHAPTER THREE	27

RESEARCH METHODOLOGY

Introduction.....	27
Research Design	27
Study area	27
Study population.....	27
Sample size.....	28
Sampling technique.....	28
Data collection Instruments.....	28
Validity and Reliability of instrument.....	29
Data analysis	29
Data collection procedure	29
Ethical Considerations.....	30
Limitations of the study.....	30

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	31
Introduction.....	31
Background of the Respondents	31
Description of Teaching/learning resources facilities.....	33
Description of the teacher pupil ratio in primary schools of Sissa	34
Sub county.	34
Description of students' attendance	36
Description of pupils' performance	37

Pearson's correlations between performance and teaching/learning resources.....	38
Resources under UPE and pupils' performance.....	38
PLCC between teacher pupil ratio and pupils academic performance.....	39
Teacher pupil ratio under UPE and pupils' performance.....	39
PLCC between teacher pupil ratio and pupils academic performance	39

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	41
Introduction.....	41
Findings.....	41
Conclusions.....	42
Recommendations.....	43

REFERENCES

APPENDIX II: QUESTIONNAIRE FOR TEACHERS	48
SECTION A: BACKGROUND INFORMATION	49
APPENDIX III: PUPILS' MEAN SCORES.....	51
49	51
Source: UPE schools in Sissa Sub County	52

LIST OF TABLES

Table 4.1:	Means and Standard deviation on availability and use of teaching/learning resources	35
Table 4.2:	Means and Standard deviation on teacher pupil ratio.....	37
Table4.3:	Means and Standard deviation on pupils class attendance.....	39
Table4.4:	Students mean score	40
Table4.5:	PLCC relating teaching/learning resources and pupils' performance.....	41
Table4.6:	PLCC relating teacher pupil ratio and pupils' performance	41
Table4.7:	PLCC relating pupils' attendance and pupils' performance	42

LIST OF FIGURES

Figure 4.1:	Description of respondent by sex	32
Figure 4.2:	Description of respondent by Age	33
Figure 4.2:	Description of respondent by Education level.	34

ACRONYMS

A- Agree

CAOs- Chief Administrative Officers agree

D- Disagree

GDP- Gross domestic product

HIPC- Heavily Indebted Poor Countries

IMF- International Monetary

MP-SPGSR- Member of Parliament School of Post Graduate Studies and Research

NAND- Neither agree nor disagree

PAF- Poverty Action Fund

PLCC- Pearson's Linear Correlation Coefficient

SA- Strongly agree

SD- strongly disagree

Std – Standard Deviation

SPSS'- Statistical package for social scientists

UNESCO- United Nations Education, Science and Cultural Organization

U PE - Universal Primary Education

CHAPTER ONE

INTRODUCTION

Background of the study

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to sector have maximum impact, and that cost-recovery measures are adopted (Gok, 1996; 1997; Inter-Agency Commission, 1990, UNESCO, 1996; World Bank, 1988; 1996). Universal Primary Education (UPE) is one of the Government of Uganda's main policy tools for achieving poverty reduction and human development.

Broadly speaking, its main objectives are (i) provide the facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete;(ii) make education equitable in order to eliminate disparities and inequalities;(iii) ensure that education is affordable by the majority of Ugandans and to reduce poverty by equipping every individual with basic skills.

UPE was introduced in January 1997, following a political commitment by President Museveni that the Government would meet the cost of primary education of four children per family. This commitment was soon extended to allow all people that wanted to access primary education to do so.

Under the UPE programme, the Government of Uganda abolished all tuition fees and Parents and Teachers Association charges for primary education. Following its introduction, gross enrolment in primary school increased from 3.1 million in 1996 to 7.6 million in 2003. This amounts to an increase of 145% (4.5 million children),

compared to an increase of 39% (0.9 million children) between 1986 and 1996. This is despite the fact that primary education was not made compulsory, nor entirely free, since parents were still expected to contribute pens, exercise books, clothing, and even bricks and labour for classroom construction.

The UPE programme has required a significant increase in public expenditure devoted to primary education. Total education expenditure increased from 2.1% GDP in 1995 to 4.8% of GDP in 2000, while the share of the education sector in the national budget increased from 13.7% in 1990 to 24.7% in 1998. More importantly, under the country's Education Sector Investment Plan, at least 65% of the education budget must fund primary education. The additional expenditure has been financed largely from debt relief provided under the Heavily Indebted Poor Countries (HIPC) initiative, channeled via the country's Poverty Action Fund.

Over the past decade several countries in sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems which have been in decline, and even suffering reduced enrolments after the initial growth following Independence. (World Bank, 1996). Whereas in the eighties and early to mid-nineties, cost-sharing had been a policy promoted by international financial institutions such as the World Bank, the direct (and indirect) costs to parents of their children's education became obstacles to their attendance and continued enrolment. The inability of parents to afford such costs fell on girls disproportionately, typically being the first to be pulled out or allowed to drop out of school. The introduction of 'universal' primary education (UPE) has turned the tables on this decline.

Ministry of Education and Sports

Key partners in the implementation of the UPE policy include; the Ministry of Education and Sports, local authorities, and the school management committees elected by parents. Each of these has clear roles, which are further elaborated below.

The main roles of the Ministry of Education and Sports (MoES) in the implementation of UPE, as specified in the guidelines of 1998, are as follows:

- Training and retraining of teachers;
- providing instructional materials in the form of textbooks and teachers' guides;
- contributing to the construction of basic school facilities (e.g. classrooms, libraries);
- supervising, monitoring and evaluating the implementation of UPE;
- Providing curriculum, monitoring and assessment standards.

In terms of expenditure, the MoES provides two types of grants for UPE, namely capitation (fees) grants and school facilities grants.

Capitation grants are paid on the basis of the number of students enrolled in a school and the level of education. The monthly grant per child was fixed at about US\$5 per pupil for classes P1–P3, and US\$8 per pupil for classes P4–P7, payable for a fixed period of 9 months per year. The MoES also provides guidelines for the spending of capitation grants in primary schools, which are as follows: 50% on instructional materials; 30% on co-curricular activities (sports, clubs etc.); 15% on school management (school maintenance, payment for utilities such as water and electricity); and 5% on school administration.

Local authorities

Under the leadership of the Chief Administrative Officers (CAOs), local authorities are responsible for ensuring that all UPE funds released to them by the MoES reach schools and are not retained for any other purposes. UPE funds are therefore conditional grants, over which district authorities have little power of reallocation to other uses. The CAOs are also responsible for ensuring prompt disbursement of UPE

grants to schools, proper accountability of UPE grants, the formulation of the education budget and its successful fulfillment, and adequate briefing of District councils on the implementation of UPE. Sub-county chiefs represent the CAOs at the sub-county level. They make regular visits to schools, implement local government byelaws on UPE, and keep a record of both pupils and teachers in the sub county, submit regular reports on education to the CAOs, ensure safe water and sanitation in schools, and in schools under their jurisdiction, enforce proper use and accountability for UPE grants and public funds.

School management committees

School management committees are statutory organs at the school level representing the government. They give overall direction to the operation of the school, ensure that schools have development plans, approve and manage school budgets, monitor school finances, and ensure transparency especially in use of UPE grants. Head-teachers of primary schools report to the District Education Officers, but also work closely with the school management committees in running UPE primary schools. They are accountable for all money disbursed to schools and for school property.

The impact of Uganda's UPE programme can be assessed according to three criteria: access to education, quality of education, and equity.

Access to education

Following the introduction of UPE in 1997, gross enrolment in 1996 was 5.3 million, in 1997, an increase of 73% in one year was registered. This compares with an increase in gross primary school enrolment, in the decade preceding the introduction of UPE, of just 39% (from 2.2 million in 1986). By 2003, gross enrolment in primary schools had reached 7.6 million. The national gross primary school enrolment ratio in 2003 was 127%, indicating that children beyond standard primary-school age had rejoined the primary education cycle.

The equivalent net enrolment ratio was 100% (Ministry of Education and Sports, 2003).

The period 1996 to 2003 also witnessed a large increase in the number of primary schools, from 8,531 in 1996 to 13,353 in 2003, an increase of just under 5,000 schools in a period of only seven years. This compares with an increase in the ten years preceding the introduction of UPE of just over 1,000 schools (from 7,351 in 1986). The number of primary school teachers also increased rapidly, from 81,564 in 1996 to 145,587 in 2003, an increase of 78%. This compares with an increase in the decade preceding the introduction of UPE of just 12%.

There is evidence, however, of a significant drop-out rate of pupils from the primary education cycle. Although it is difficult to estimate completion rates precisely, of the 2,159,850 pupils that were enrolled in primary school level one in 1997 at the time UPE was introduced, only 485,703 (23%) reached primary seven in 2003. Pupils abandon school for different reasons, but the most common include lack of interest (46%), family responsibilities (15%) and sickness (12%).

The quality of 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 classrooms, 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.

However, compared to the Poverty Eradication Action Plan target of 40:1, a pupil-classroom ratio of 94:1 still represents significant congestion in primary school classrooms. The pupil-textbook ratio for the major subjects (English and Mathematics) was about 3:1 in 2003, which was about the same as the pre-UPE ratio. Although the Government purchased a large number of textbooks as part of

its UPE implementation strategy, access to the books is limited as they are often kept in stores due to a lack of space. Analysis of teachers' quality reveals that a large proportion number of primary school teachers particularly in rural areas lack appropriate training. In 2003, there were 145,703 primary schoolteachers, of whom 54,069 (37%) had no formal teacher training. An additional 7,960 had just a teaching certificate, obtained after training on completion of primary education. Most of these had retired, but had been recalled into the teaching service due to shortage of teachers after the introduction of UPE. The majority of these unqualified teachers are deployed in UPE schools in rural areas.

Under the school facilities grants, the government has devoted a lot of resources to procure textbooks, construct classrooms and teachers' houses, and purchase furniture for pupils. The increase in education inputs explains the gradual improvement of some education quality indicators from the time UPE was introduced. Nevertheless, these improvements may not always translate into better education performance by pupils. Results of a National Assessment of Primary Education Performance taken between 1996 and 2000, for example, suggest that education performance in terms of pupils' numeric, reading, science, and social studies knowledge and skills deteriorated following the introduction of UPE.

Equity in education

As initially designed, the UPE policy had specific provisions to address gender and other inequities. For example, of the four children per family that were 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 mobilising 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 over

49% 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. In rural areas, children that were previously missing out totally from primary education are now benefiting as a result of UPE.

These gains notwithstanding, there are threats to maintaining and improving equity in education. The high drop-out rate is the first major threat, particularly the main reason advanced for dropping out (lack of interest). Some parents of the beneficiary pupils of UPE appear not to have seen benefits of the programme.

The Overseas Development Institute 2005

This and other papers are on our website

This Policy Brief has been produced by the Secretariat of the Inter-Regional Inequality Facility at the Overseas Development Institute, London. Initial sponsorship for the Facility has been provided by the UK Department for International Development.

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 Kotido. 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.

Two related factors contributed to the success of Uganda's UPE programme: the Government's commitment to the UPE policy on the one hand, and external funding on the other. Having made a political promise to the electorate that the Government

would meet the cost of primary education of four children per family, President Museveni wanted to fulfill that promise. The Government subsequently prepared its Education Sector Investment Plan, which put emphasis on primary education. The plan provided for an explicit focus on primary education by making it mandatory that at least 65% of the education budget would go to funding primary education.

External donors too wanted to support a sector that could show visible results for their financial support, and hence their support to UPE. As a reward for the good economic policies that were implemented in collaboration with the World Bank and the IMF, the country benefited from debt relief in 1998 under the heavily Indebted Poor Countries (HIPC) initiative, and later under the enhanced HIPC initiative in 2001. Resources generated by reduced debt servicing were put into a Poverty Action Fund (PAF), from which UPE and other poverty reduction programmes were funded. Because of its focus on poverty, the PAF was attractive to bilateral donors who in turn responded by contributing to the fund, thus increasing the amount of funding for UPE and other poverty reduction programmes. A final factor explaining the success of UPE was parents' willingness to send their children to school following the abolition of school fees.

The UPE programme in Uganda demonstrates that a poor country with a committed government and donor support can fight poverty through ensuring universal access to education for its citizens. The significant increase in primary school enrolment in Uganda, following the abolition of school fees, is also an indication that the payment of school fees was a big impediment to accessing education, especially for poor families. Because of government commitment, education quality has also improved since UPE was introduced. However, without debt relief under the HIPC debt initiative, funding of the UPE programme would have been an uphill task for the Uganda Government.

Three main lessons have been learned from the experience of UPE in Uganda. First, institutional constraints to the delivery of quality education services, including corruption, are big challenges. An expenditure tracking study conducted by the Economic Policy Research Centre, Kampala in 1997 found that by that time, only

35% of funds released from the central government to schools were reaching the intended beneficiaries. Corruption was adversely affecting UPE in various ways, including shoddy work in construction of primary school structures, demoralization of teachers, and poor performance of UPE pupils in national examinations. In some districts, classrooms that were constructed by private firms were reportedly collapsing before completion of construction.

Second, community contributions of labour and building materials have generally failed to materialise. This is most likely on account of poor community mobilization, and the engagement of parents in other income-generating activities. Members of Parliament have not played the role they were expected to play in this regard. Third, liberalization of the education sector has reduced the financial burden on the Government somewhat, as relatively wealthier parents have opted to send their children to private schools. However, the Government is yet to fully take advantage of the liberalisation of the education sector, so as to maximise the impact of UPE. There is scope for the Government to work more in partnership with private education service providers, to maximise the synergies between UPE and the liberalisation of education.

Finally, targeting of the poor remains a major challenge. In order to reduce inequity both in access to education and in the quality of education, the UPE programme should aim to increase expenditure per pupil in UPE schools in rural areas and for the urban poor. By so doing, the Government would have more resources at its disposal to focus on improving the quality of education and reducing drop-out rates in the areas of its operation where it is most needed, Bategeka (2004)

Bategeka, L. et al (2004), Financing Primary Education for All: Uganda, Institute of Development studies and University of Sussex. Ministry of Education and Sports (2003), Uganda Education Statistics Abstract 2003 Ministry of Education and Sports (1998), Guidelines on Policy, Roles, and Stakeholders in the Implementation of Universal Primary Education Ministry of Finance Planning and Economic Development (2004), Expenditure Release Tracking Study. Ministry of Finance

Planning and Economic Development (2004), Poverty Eradication Action Plan (PEAP).

This paper was written by Lawrence Bategeka and Nathan Okurut, of Economic Analysis and Financial Management Consulting Ltd (ECONFIN), Kampala, Uganda. For more details contact bategeka@eprc.or.ug. The paper was edited by Edward Anderson of the Overseas Development Institute.

Following the election in Uganda of 1996, in early 1997, the Government announced its intention to introduce universal primary education. This entailed the abolition of tuition fees, a part of the increasing costs of education to parents which had accounted largely for the decreasing primary and secondary school enrolments in the 1990s. Following this announcement, enrolments surged from about six million to about 7.2 million pupils, resulting in a gross enrolment rate of 104% compared with 87.6% in 1999/2000. Whether other costs, such as exam fees, have been abolished has yet to be clarified, and over this first year, it is likely that new policies will be devised to deal with the overall costs of primary education. Other measures have already been taken, such as reducing the number of subjects, increasing the pupil-teacher ratio from 32:1 to 40:1, empowering districts to select teachers, and the introduction of multi-grade and shift teaching in some schools. However, a decision was taken that no additional teachers would be appointed until there had been a mapping of overall teacher requirements (qualifications).

Although the absence of universal primary Education of the previous decade have now been understood to be a significant cause of the high drop out and low quality of primary schools in Uganda, the new policy of universal primary education was likely to be faced with a number of challenges. (World Bank, 1996). It's true that UPE checked the problem of high school drop out, but even the advent of UPE led to influx of large numbers of pupils that schools could not accommodate.

Statement of the problem

Good pupils' performances in primary schools form good quality grades, pupils' willingness to attend lessons, to do corrections, revise books and actively participate in class work, play a major role in the development of a nation with literate people. Also organizations that wish to benefit from any change should ensure that they make themselves ready before they can adopt the change, (Mullins, 2002). One element that is particularly important is to put in place adequate resources to facilitate the change. In schools, sufficient readiness for change can bring about good quality grades reflected in terms of quality and quantity of knowledge, skills techniques and positive attitude the students have acquired on being taught and play a major role in the development of a nation with literate people.

While it is worthy to appreciate the primary school embracement of universal education, the product of their efforts, as exhibited by the pupils' poor grade, among others, still show that there is yet a lot to be done. In this study, the researcher believes that (i) the teacher-pupils ratio, (ii) the availability and utilization of learning materials and (iii) pupils attendance, could have an influence on pupils' academic performance. At present there are no clearly laid down out factors or elements to be considered by the schools so as to claim adequate readiness for this universalisation of education expected to provide quality education hence the need for this study.

Purpose of the study

The study examined the influence of universal primary education on the academic performance of pupils'/learners in UPE schools in Sissa sub count Wakiso district.

Objectives of the study

- i. To determine the relationship between teacher pupils ratio and' the academic performance of pupils in UPE schools in Sissa Sub County Wakiso district

- ii. To determine the relationship between teaching learning resources and the academic performance of pupils in UPE schools in Sissa Sub County Wakiso district
- iii. To determine the relationship between pupils attendance and the academic performance of pupils in UPE schools in Sissa Sub County Wakiso district

Research questions

- i. Is there a relationship between teacher pupils' ratio and the academic performance of pupils in UPE schools I Sissa Sub County Wakiso district?
- ii. Is there a relationship between teaching learning resources and the academic performance of pupils in UPE schools in Sissa Sub County Wakiso District?
- iii. Is there a relationship between lesson attendance and the academic performance of pupils in UPE schools in Sissa Sub County Wakiso District?

Scope of the Study

Content scope

The study focused on universal primary education and academic performance of learners/pupils. Universal primary education is the independent variable and academic performance is the dependent variable.

Geographical Scope

The study was carried out in UPE schools of Sissa sub-county in Wakiso District located 37 kilometers off Hoima road.

Significance of the study

This study will be of great importance both at the macro and micro level. The study will enable schools to improve services to enable learners achieve academic excellence.

The study will help the ministry of education to adopt strategies on how to improve services in universal primary education

The study will be used by different scholars in libraries. The study will add on already exiting literature on universal primary education and academic performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one.

Concepts, ideas and opinions from experts

In this study, the researcher opted to view the performance of pupils in UPE schools as a special case to be influenced by teaching resources, teacher pupil ratio and pupils' attendance; hence he could make use of the Innovation Adoption Theory propounded by Rogers (1958 cited in Rogers, 2003). According to the theory, there is a sequence of stages through which an organization can adopt an innovation. Since universalisation of science is a new phenomenon, Early Adopter Theory which puts that, individuals adopting any innovation differ in characteristics such as training, capacity and income, was used. Basing on this theory the researcher hypothesized that any new thing like universalisation of primary education has to face challenges which determine its success. Therefore an adopter of the policy of universalisation of primary education has to bear in mind that these challenges have to be dealt with favorably if pupils' performance is to improve in primary education.

Conceptual Frame Work

Independent variable:
Universal Primary Education

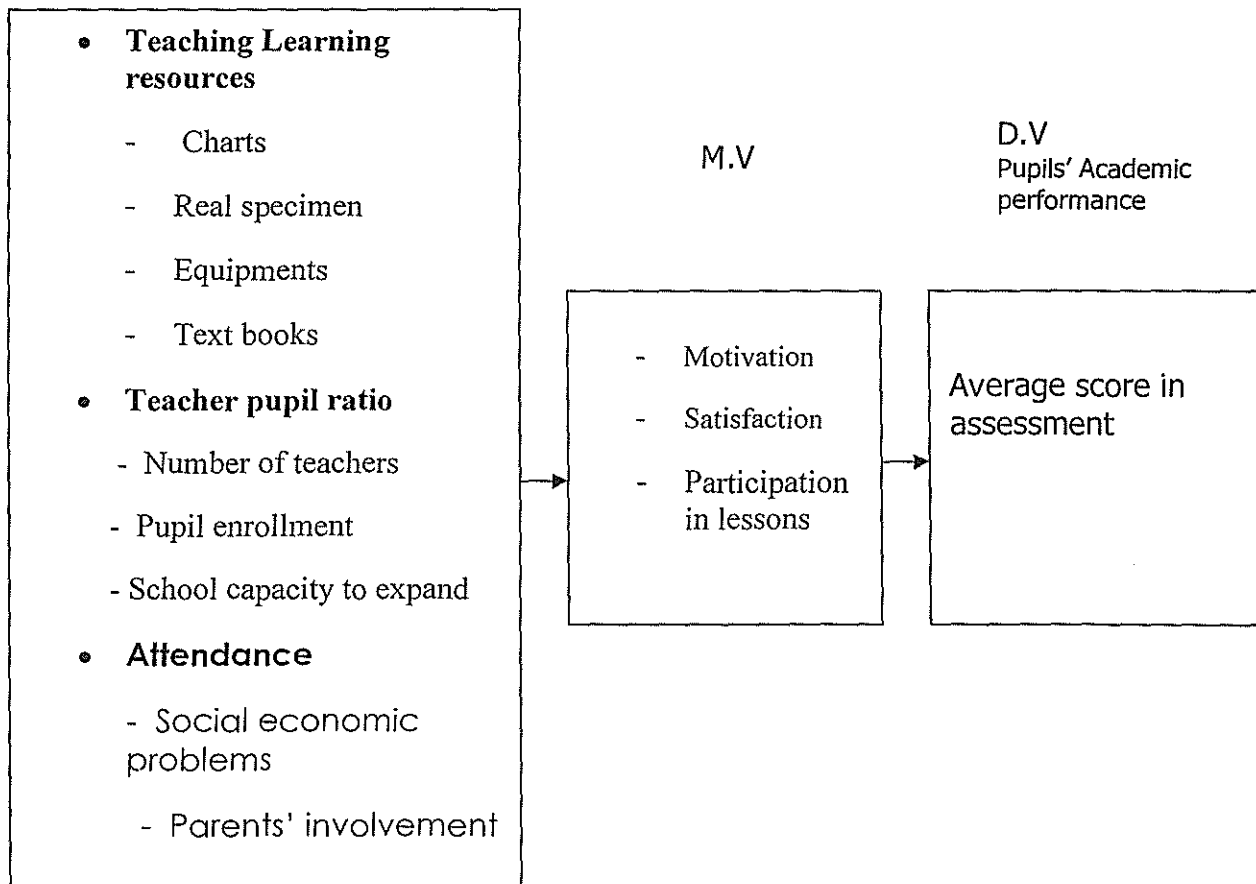


Figure 2.1: Conceptual framework relating influence of universal primary education to the performance of pupils.

The frame work in Figure 2.1 indicates how the variables in the study link with one another. The independent variable, universalisation primary was conceptualized into three major parts for instance availability and use of teaching/learning resources – teacher pupil ratio, and pupils’ attendance of lessons teaching/learning resources are conceptualized in terms of charts, real specimen, equipments and text books, teacher pupil ration is in terms of number of teachers, pupil enrolment and school capacity to expand, while attendance is in terms of pupils social economic status, parents involvement and school feeding.

According to the frame work the independent variable id pupils' performance conceptualized in terms of average score in assessment. According to the model there are intervening variables that compete with the independent variable in explaining pupils' performance.

Teacher pupil ratio and students academic performance

Teacher-student ratio refers to the number of students in a class or school with respect to the teacher(s). For example a teacher students ratio of 1:50 indicate that there 50 students for every one teacher. The term can also be reversed to create a student teacher ration in which case in the previous example, the teacher-student ratio would be 1:10. (Krueger, 1996).

A low student-teacher ratio is often used as a selling point to those choosing schools. On the other hand, high student-teacher ratio is often cited for criticizing proportionately under funded schools or school systems, or as evidence of the need for legislative change or more funding for education.

In the western world some countries have enacted legislations mandating a maximum teacher-student ratio for specific grade levels, particularly kindergarten. When such figures are stated for schools, they often represent averages (mean) and thus are vulnerable to skewing. For example, figures may be biased as follows: if one classroom has a 30:1 ratio and another has a 10:1 ratio, the school could thus claim to have a 20:1 ratio overall.

In schools, such ratios are indicative of possible staff changes. If the student-teacher ratio is 50:1, the school will probably consider hiring a few teachers. If the ratio is very low, classes could be combined and teachers fired. In extreme cases, the school may close, due to its apparent redundancy.

Classes with too many pupils are often disrupting to education. Also, too many pupils in a class results in a diverse field of pupils, with varying degrees of learning ability and information uptake. Consequently, the class will spend time for less

academic students to assimilate the information, when that time could be better spent progressing through the curriculum. In this way, pupil-teacher ratios are compelling arguments for academic performance.

The issue of pupils' ability to work effectively in groups (as opposed to time-waste and chatting) and peer-teaching is a complex and controversial issue.

Numerous sources argue that lower Pupil to teacher ratios are better at teaching pupils complex subjects such as mathematics, Reading, than those with a higher ratio of pupils to teachers. Commonly the schools with lower pupil to teacher ratios are more exclusive, have a higher attendance of people of high socio economic status, and are in non-inner urban areas and/or fee-paying (non-government) institutions.

Normally, both teachers and the public believe that a low pupil-teacher ratio and teachers' high qualifications result in better performance in school. However, studies from other regions, Fuller, B. (1985) has indicated that "on the basis of available data no optimum class size can be scientifically established as a function of educational benefits." GOK. (1997) review, it was concluded that how a teacher organizes and motivates the class is more important than class size and that savings made from increased class size might be invested in teacher-training or educational materials, which have been shown to have stronger effects on learners achievement. Available studies suggest that high or very low pupil: teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa. Many policy oriented interventions and research studies consider a 40:1 ratio reasonable in developing countries. World Bank-financed primary education projects are usually designed with an average pupil-teacher ratio of approximately (41:1). (ARA Sage 1995)

Teaching learning resources and academic performance

According to Bassey, (2000) learning materials are supportive educational materials used by the teacher in giving clarity to phenomena during the teaching learning process. They supplement the teacher's verbal exposition to make the teaching and learning meaningful to learners. On the basis of their roles, scholastic materials by a school is an important factor for successful teaching leading to better student academic performance. This therefore means that teachers in a school need to be equipped with enough scholastic materials and make good use of them to produce good students academically. In any subject, Slatalla, Michelle (July 10, 2010), argues that knowledge is priceless and text books material supplements what is taught, through independent reading by the students. About 75% of class work and 90% of academic home work is concerned with textbooks usage.

The massive increase in pupil numbers immediately created a problem of classroom space, (Biegel, S., 2000). Although the Ministry has embarked on a drive to build more schools, and provide instructional materials, this is still far inadequate for as the Ministry acknowledges. (Makau, B. M, 1986) "The increase in the number of schools has not kept pace with the increase in the number of students" (Ministry of Education, 1999)

According to Kochhar (2001) physical facilities contribute a lot to the general atmosphere of the school. He suggests that healthy surroundings, good sanitary arrangement leave little scope for irritation. Adequate library and reading room facilities, special room for different subjects, common room and so will keep the children busy and away from indiscipline, (Fuller, B).

Musaazi (1982) and Ssekamwa (2000) agree that most programmes of instruction and pupil services require some physical facilities such as school buildings, school grounds, enough desks, chairs, teaching materials and laboratories needed. The possession of adequate facilities in the school for studying is a characteristic of an effective school. However, there are many students who perform well in schools

with limited facilities and there are also many students who perform poorly in schools, which are well facilitated. The researcher therefore aims at carrying out a critical analysis of the connection between academic performance and the availability of facilities in secondary schools.

Many analysts have found that extra school resources play a negligible role in improving student achievement while children are in school, (Achola P. W. (1995). Yet many economists have gathered data showing that students who attend well-endowed schools grow up to enjoy better job market success than children whose education takes place in schools where resources are limited. For example, children who attend schools with a lower pupil-teacher ratio and a better educated teaching staff appear to earn higher wages as adults than children who attend poorer schools.

Governments tend to argue, perhaps with an eye on cost-savings and limiting public expenditure, that higher student-teacher ratios have no net negative on outcomes. This may be considered by some as not only cynical and counter-intuitive but disproven by certain facts. Furthermore, the complex inter-relationships of socio economics, class, race, ethnicity and achievement are all key factor in the debate. It remains a highly contentious debate and unlikely to be satisfactorily resolved.

Teachers and the facilitation of universal primary education

As mentioned earlier, the increase in pupil numbers as a result of UPE has raised the challenge of the need for more teachers. (Ishumi, A. 1994) Government has done some work in this regard and a number of teachers have been trained and upgraded, however, the teacher-pupil ratios are still poor. For example in 1996 the ratio was 1:37.62 and by 1999, this had declined to 1:63.63. Also, the number of untrained teachers is still high. For example, in 1989 only 52.2% of the teachers had been trained but by 2001 this had risen tremendously to 75%. In effect, 25% of the primary school teaching force is still untrained. This coupled with the poor teacher-pupil ratio certainly creates pressure on the school system. It is for this very reason

that the Ministry of Education and Sports has acknowledged the role and place of distance education in meeting this gap. (Heyneman, 1980)

Class Attendance and academic performance

Biegel (2000) in a study carried out to determine the interfaces between attendance, academic achievement and equal educational opportunities in the US, observed that there is a direct correlation between class attendance and academic performance. He explained that students who go to class invariably do better in school and they maximize their chances for success. To Chung (2000), regular attendance appears to be such an obvious condition for success in college. He also explained that students who miss too many classes end up doing poorly, withdrawing, or requiring significant help in the form of one-on-one meeting or tutoring in order to catch up. Further explanation by (Chung, 2000) indicated that there are students who do attend classes regularly and still struggle, just as there are students who regularly miss class and succeed, but overall, evidence strongly suggests that attendance is important. Similarly, (Clair, 1999) argues that it is overly simplistic to attribute low achievement to low attendance, or to assume that higher attendance will necessarily result in higher grades.

Available and accessible research evidences suggests that class attendance lead to academic success (e.g, Biegel, 2000). Chung (2004) also reported a significant correlation between achievement and attendance, homework, and mini-quizzes. In a Study by Green (1993), a significant correlation was reported between attendance grades for first year psychology students. Van Blerkon (1992) also studied why student missed class. From that research, it was reported that the most frequent reasons given by the students were: pressure from other courses, becoming discouraged, and believing attendance have little effect on a grade. In a follow-up study (Van Blerkon, 1992) found fairly low correlation between academic perseverance, self-efficiency, class attendance and course grades. Halpern, (1996), also studied the relationship between attendance, classwork, homework, and grade

based on collaborative tasks. Their results revealed that overall attendance predicted success on the task tests.

In an attempt to control attendance (Berenson, Carter, and Norwoods, 1992) put in place a 'compulsory attendance policy' that combined reward and punishment protocols in which college students in America were allowed three unexcused absences, with additional unexcused absences possibly resulting in dismissal from the course. Eventually, students with no more than one absence between exam dates were awarded five points for that exam score. Consequently, there was improvement in attendance rates, and the study showed that increased attendance rates correlates with increased achievement. With this results in mind, Berenson, Carter, and Norwood (1992) therefore concluded that 'it is highly likely that group policies such as enforced attendance, will have an impact on students grades'.

Additionally, Caviglia-Harris (2004) investigated the impact of a mandatory attendance policy on student grades. He reported that GPA prior to taking the course and SAT scores are consistent predictors of students' performance, even after accounting for student withdrawer; (Karugu G K, Kivilu M, Kang'ethe R) and that attendance rates are not found to be significant indicators of exam grades after accounting for simultaneity. One of the focus of the present study therefore is to find out if class attendance and gender could have a significant effects on academic achievement in social studies. This is perhaps, necessary to determine whether or not attendance is important in a verbal-based subject as social studies, and also because a majority of other studies in this area have focused on young learners, whether these findings could still hold for adult learners as been examined here. Similarly, according to Central Bureau of Statistics (1996), *Welfare* most of the studies reviewed have been carried out elsewhere, it may be interesting to see, if location of the study and particularly, a country with high incidence of HIV/AIDS as Botswana will yield further results on impact of attendance on achievement. It is also possible to be able to come out with suggestions on new strategies for tackling the problem of absenteeism.

Social- Economic status of the people and universal Primary Education

The rise in the level of poverty in Uganda (the 1997 Economic Survey indicates that 46.8% of Ugandans live below the poverty line) is one of the major factors which discourage parents from investing in their children's education. Parents, and by extension, many communities, are not in a position to meet the ever-increasing cost of schooling adequately. Further, as a result of the introduction of the cost-sharing policy in 1988, parents are expected to meet 95% of recurrent costs of their children's education, (Cavigla-Harris., J.L. 2004). Since the level of poverty has also gone up in the country and the costs of education and training at all levels have continued to rise, many Ugandans are unable to meet the cost of education and can no longer have access to education (Abagi, 1997; MoE, 1996).

As the level of poverty rises, child labor has become crucial for family survival. Child labour is increasingly employed in domestic activities, agriculture, and petty trade rural and urban Uganda. Poor households, and in some cases children themselves, have to carefully analyse the opportunity costs of education. As a result, parents have continued to send their children, particularly daughters, into the labour market—mainly as domestic workers in urban centres. Meanwhile, boys from the coastal region and in rich agricultural areas abandon school in order to earn money as beach-boys and tea or coffee pickers, respectively. In a situation where parents and children have negative attitudes towards education or do not see its immediate benefits, the consequence is a high drop-out rate, (Abagi, 1999).

Two related factors contributed to the success of Uganda's UPE programme: the Government's commitment to the UPE policy on the one hand, and external funding on the other. Having made a political promise to the electorate that the Government would meet the cost of primary education of four children per family, President Museveni wanted to fulfill that promise. The Government subsequently prepared its Education Sector Investment Plan, which put emphasis on primary education. The plan provided for an explicit focus on primary education by making it

mandatory that at least 65% of the education budget would go to funding primary education.

External donors too wanted to support a sector that could show visible results for their financial support, and hence their support to UPE. As a reward for the good economic policies that were implemented in collaboration with the World Bank and the IMF, the country benefited from debt relief in 1998 under the heavily Indebted Poor Countries (HIPC) initiative, and later under the enhanced HIPC initiative in 2001. Resources generated by reduced debt servicing were put into a Poverty Action Fund (PAF), from which UPE and other poverty reduction programmes were funded.

Because of its focus on poverty, the PAF was attractive to bilateral donors who in turn responded by contributing to the fund, thus increasing the amount of funding for UPE and other poverty reduction programmes. A final factor explaining the success of UPE was parents' willingness to send their children to school following the abolition of school fees.

The UPE programme in Uganda demonstrates that a poor country with a committed government and donor support can fight poverty through ensuring universal access to education for its citizens. The significant increase in primary school enrolment in Uganda, following the abolition of school fees, is also an indication that the payment of school fees was a big impediment to accessing education, especially for poor families. Because of government commitment, education quality has also improved since UPE was introduced. However, without debt relief under the HIPC debt initiative, funding of the UPE programme would have been an uphill task for the Uganda Government.

Three main lessons have been learned from the experience of UPE in Uganda. First, institutional constraints to the delivery of quality education services, including corruption, are big challenges. An expenditure tracking study conducted by the Economic Policy Research Centre, Kampala in 1997 found that by that time, only

35% of funds released from the central government to schools were reaching the intended beneficiaries. Corruption was adversely affecting UPE in various ways, including shoddy work in construction of primary school structures, demoralization of teachers, and poor performance of UPE pupils in national examinations. In some districts, classrooms that were constructed by private firms were reportedly collapsing before completion of construction.

Second, community contributions of labour and building materials have generally failed to materialise. This is most likely on account of poor community mobilization, and the engagement of parents in other income-generating activities. Members of Parliament have not played the role they were expected to play in this regard.

Third, liberalization of the education sector has reduced the financial burden on the Government somewhat, as relatively wealthier parents have opted to send their children to private schools. However, the Government is yet to fully take advantage of the liberalisation of the education sector, so as to maximise the impact of UPE. There is scope for the Government to work more in partnership with private education service providers, to maximise the synergies between UPE and the liberalisation of education.

Finally, targeting of the poor remains a major challenge. In order to reduce inequity both in access to education and in the quality of education, the UPE programme should aim to increase expenditure per pupil in UPE schools in rural areas and for the urban poor. By so doing, the Government would have more resources at its disposal to focus on improving the quality of education and reducing drop-out rates in the areas of its operation where it is most needed, Bategeka (2004)

Quality of Education and universal Primary Education

This is one area that is of concern to many in the country. There are fears that perhaps the massive numbers in schools without commensurate expansion in facilities, teachers, and teaching/learning materials may have compromised the quality of education. Although no thorough studies have been carried out, the Ministry of Education and Sports itself voices this concern when in its report says,

"The quality of teaching has probably been affected by the adverse pupil-teacher ratio after the introduction of UPE" (Kinyanjui K, 1974)

The other issue related pupil-teacher ratio is the morale of the teachers. Prior to the introduction of UPE, most schools charged additional fees through the Parents Teachers Associations. Some of this money was used to supplement teachers' salaries. This is no longer the practice and so teachers must rely on the extremely low salaries. This seems to have affected the morale of the teachers. The fear therefore is that UPE may have indeed compromised the quality of education in the country and this issue certainly requires further exploration. (Kinyanjui K, 1974).

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 classrooms, 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.

However, compared to the Poverty Eradication Action Plan target of 40:1, a pupil-classroom ratio of 94:1 still represents significant congestion in primary school classrooms. The pupil-textbook ratio for the major subjects (English and Mathematics) was about 3:1 in 2003, which was about the same as the pre-UPE ratio. Although the Government purchased a large number of textbooks as part of its UPE implementation strategy, access to the books is limited as they are often kept in stores due to a lack of space. Analysis of teachers' quality reveals that a large proportion number of primary school teachers particularly in rural areas lack appropriate training. In 2003, there were 145,703 primary schoolteachers, of whom

54,069 (37%) had no formal teacher training. An additional 7,960 had just a teaching certificate, obtained after training on completion of primary education. Most of these had retired, but had been recalled into the teaching service due to shortage of teachers after the introduction of UPE. The majority of these unqualified teachers are deployed in UPE schools in rural areas.

Under the school facilities grants, the government has devoted a lot of resources to procure textbooks, construct classrooms and teachers' houses, and purchase furniture for pupils. The increase in education inputs explains the gradual improvement of some education quality indicators from the time UPE was introduced. Nevertheless, these improvements may not always translate into better education performance by pupils. Results of a National Assessment of Primary Education Performance taken between 1996 and 2000, for example, suggest that education performance in terms of pupils' numeric, reading, science, and social studies knowledge and skills deteriorated following the introduction of UPE. Ministry of Education and Sports (2003), and Uganda Education Statistics Abstract (2003).

Conclusion

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the methods used to collect data; it focuses on the Research design, population, sample and sampling procedure, data collection procedure and data analysis.

Research Design

The study took a quantitative approach or paradigm in that it was based on variables measured using numbers and analysed with statistical procedures. It employed a descriptive cross-sectional survey design to collect data on the effects of Universal primary education on the academic performance of pupils in selected primary school in Sissa Sub County Wakiso district. The study employed a survey method because it involved a large numbers of respondents, and it was cross-sectional because pertinent data was collected from the respondents once and for all to reduce time and monetary cost.

Study area

The research was carried out in Sissa sub-county Wakiso District, Uganda. The situation in this area in regards to universal primary education is alarming and therefore was fit for the study.

Study population

The study involved teachers and students from five UPE schools in Sissa Sub County Wakiso district. Since teachers are important stakeholders in implementing the universal education their responses were relevant for the study. The population of the teachers was sixty (60) from five schools and from each of the five schools we purposively took twelve teachers. While the study population of the pupils was 550 from primary five of each of the stratified schools. The schools under this study

were Sissa Junior School, Kiziba primary school, Nakikungube primary school, Kyengeza primary school, and Jomba primary school.

Sample size

Five schools were selected from Sissa sub-county Wakiso District to participate in the study. Fifty two (52) teachers and two hundred twenty-five (225) pupils were selected participants from populations of 60 and 550 respectively, (Krejecie and Morgan, 1970), cited in Amin, (2005). The selected five schools were considered because they are the only UPE schools in the sub county and being the case, teachers in these schools had relevant data to enable answering of the research questions and testing of the pertinent hypotheses.

Sampling technique

Participants in the study included teachers from each of the selected UPE schools in Sissa Sub County. The teachers were selected using stratified random sampling where by each of the selected school was taken as a stratum from which Kiziba primary school, Nakikungube primary school, Kyengeza primary school, and Jomba primary school contribute ten teachers each while Sissa Junior primary Scholl contributed 12 teachers to make a total number of teachers that took part in the study to be 52. For students, the same sampling procedure was used in selecting pupils whose performance data were used; Sissa Junior School, contributed 57 pupils, Kiziba primary school 49, Nakikungube primary school 43, Kyengeza primary school 40, and Jomba primary school 35 respectively.

Data collection Instruments

In this study both primary and secondary data, primary data were collected from teachers using researcher made questionnaires The questionnaire had two sections, part one was on the background variables of teachers including sex, age, and their academic qualifications. Part two was on the independent variables which was universal primary education conceptualized in terms of Teacher pupil ratio, teaching/learning resources and pupils attendance. Secondary data was collected on

pupils' performance for end of term in four subjects. This data was acquired from class teachers after obtaining permission from the head teachers in all the schools.

Validity and Reliability of instrument

The researcher ensured content validity of the said instrument by guaranteeing that items in it conform to the Conceptual Framework in the study. Supervisors and other senior staff in the faculty of social sciences and school of postgraduate studies evaluated the relevance, wording and clarity of questions or items in the instrument. A content validity index of at least 0.7 (Amin, 2003) led the SAQs to be declared reasonably content valid.

Data analysis

Data on completed Questionnaires were edited, categorized and entered into a computer for the Statistical Package for Social Scientists (SPSS) to summarize them using simple and complex frequency tables or cross – tabulations. The same package assisted with the analysis through computing relative frequencies, means, standard deviations and other relevant statistics at the univariate level, the relationship between the independent variables (i.e. teaching/learning resources teacher pupil ratio, and pupils attendance) and the dependent variable (pupils academic performance) was analysed using Pearson's Linear Correlation Coefficient (PLCC), as was deemed appropriate, (Amin, 2005; Foster, 1999).

Data collection procedure

A letter of introduction from the school of post graduate studies and research was obtained and sent to facilitate in the data collection exercise. The letter was photocopied and copies given to head teachers before questionnaires were distributed to the teachers and collected after one week. The data collected were sorted and categorized after which it was analyzed and interpreted a report written.

Ethical Considerations

To safeguard against unprofessional conduct while carrying out this research like unnecessary pressures, which could cause the research findings to be undermined, the researcher did the following:

Sought permission of the people who participated in the study as respondents for their consent in the intended study; the researcher did not lie to subjects and record findings.

The researcher made sure the researcher's personal biases and opinions do not override other interests and the researcher gave both sides fair consideration.

The findings of the research were kept confidential, done under the condition of anonymity to avoid embarrassing and harming respondents especially if got information can be used politically or otherwise to harm the respondents.

Limitations of the study

The first limitation of this study was time constraints. And even busy schedules for some of the targeted respondents like teachers who are part-time, so this affect the progress of the research time framework of the researcher's schedules.

There was fear/lack of quick responses from respondents thinking that may be the researcher wanted to use the information for political purposes.

Also there was the issue of some few respondents failed to return the questionnaires.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

The chapter gives background of the respondents, description of the dependent and independent variables, and end with the achievement of the respective objectives and testing of pertinent analysis.

Background of the Respondents

In this section the distribution of respondents (i.e. by level of education, age, and sex)

Description of Respondents by Sex

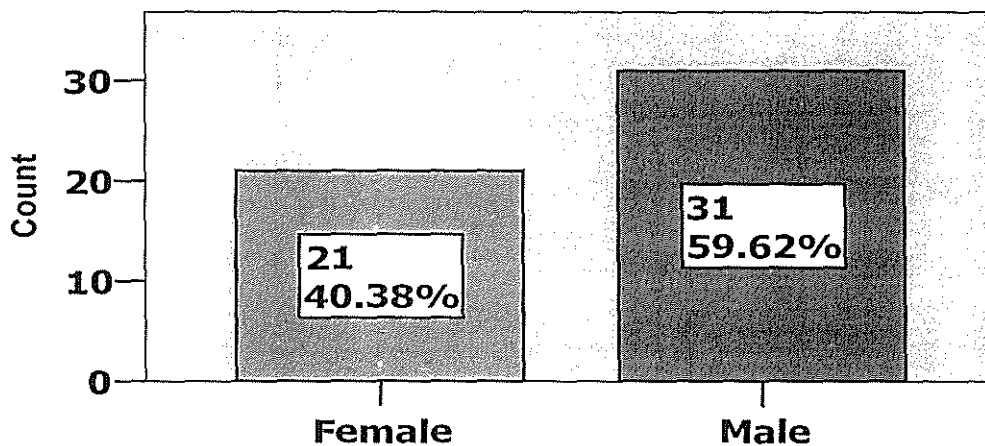


Fig. 4.1: Teachers' category by sex by Sex

Source: Primary data

Figure 4.1 portrays that 59.62 of the respondents were males compared to 40.38 who were females, suggesting that males dominate the population in the study schools.

Description of Respondents by Age

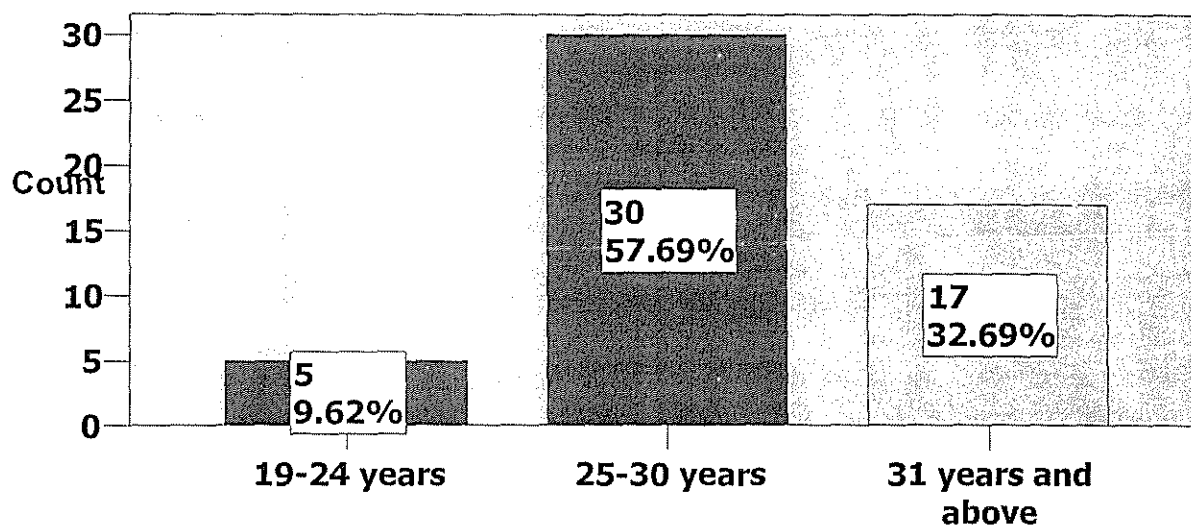


Fig. 4.2: Teachers' Category by Age

Source: Primary data

Figure 4.1 indicates that majority of the respondents 30(57.69%) belonged to the age bracket of 25 -30, seventeen (32.69%) belonged to 31 years and above while only 9.62% belonged to 19-24 years. This indicates the dominance of youth among the teachers in Masulita Sub County Wakiso District

Education Level of the Respondents

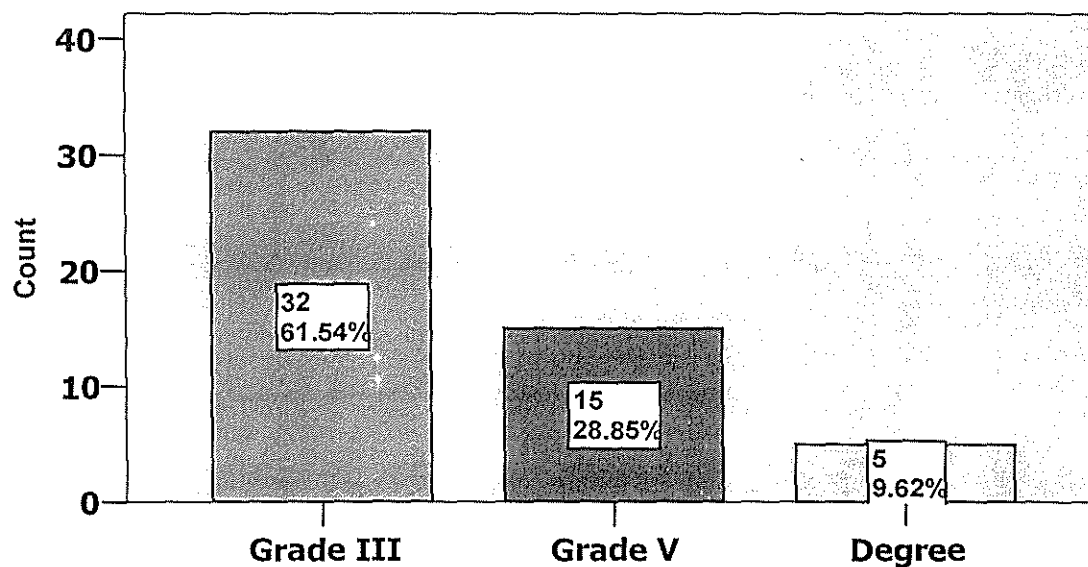


Fig. 4.3: Teachers' Category by Education level

Source: Primary data

Figure 4.3 shows that majority of the teacher involved in the study 32 (61.54) were of grade three level; 15 (28.35) were of grade five and only five (9.26) had degree qualifications. These findings suggest that, primary schools in Sissa are dominated by grade three teachers.

Description of Teaching/learning resources facilities

Teachers in their effort to promote academic excellence use a variety of resources during the teaching/learning process. The researcher measured the teaching learning resources using nine items in the questionnaire. Each of these question was Likert scaled between one to five, where 1 =strongly agree, 2 =Agree (A); 3 = neither disagree nor agree (NDNA); 4 = Disagree (D); 5= Strongly Disagree (SD); (SA). Respondents were required to indicate the extent to which they agreed or disagreed with the items in the questionnaire that indicated the use of teaching learning resources. Their responses were summarized using SPSS's descriptive statistics showing the means and standard deviations as indicated in table 4.1;

Table 4.1: Means and standard deviations on availability and use of teaching/learning resources

Indicator of Teaching-learning resources/	N	Mean	Std. Deviation
Physical Facilities			
The implementation of universal primary education is hindered by physical facilities	52	1.63	.991
Physical facilities like library and laboratories are not enough for the big numbers of pupils in universal primary education	52	1.65	.988
Physical facilities do not meet the needs of disabled children in universal primary education	52	2.04	1.188
The toilets are not conducive for the pupils in universal primary education	52	1.92	.967
The teachers do not teach well because of poor	52	2.46	1.093

physical facilities.			
Because of lack of enough physical facilities pupils study under trees	52	2.42	1.126
Due to lack of enough materials the quality of education is affected and this affects the implementation of universal primary education	52	1.73	1.031
The implementation of universal primary education is hindered by physical facilities	52	1.63	.991
Physical facilities like library and laboratories are not enough for the big numbers of pupils in universal primary education	52	1.65	.988

Source: Primary data

The means in table 4.2 indicate respondents agreed with most of items or questions (most means ≈ 2), implying that most respondents agreed on most of the items. For example, on the question of the implementation of universal primary education is hindered by physical facilities most respondents agreed (mean ≈ 2), Physical facilities like library and laboratories are not enough for the big numbers of pupils in universal primary education (mean ≈ 2) and so on. To get a summary picture on how respondents rated the availability and use of teaching/learning resources an average index (RESOURCES) was computed for all the 9 items in table 4.1, which came out to have a mean index of 1.90, indicating that on average respondents rated teaching learning resources as not being enough in primary schools of Masulita sub county.

Description of the teacher pupil ratio in primary schools of Masulita

Sub County

The second independent variable in this study was teacher pupil ratio. The researcher measured this role using nine qualitative items or questions in the questionnaire, with each Likert scaled between one to five, where 1= Strongly Agree (SA); 2 = Agree (A); 3 = neither agree nor disagree (NAND); 4 =disagree (D); 5

=strongly disagree (SA). Respondents were required to indicate the extent to which they agreed or disagreed with the items in the questionnaire, that indicated the teacher pupil ratio in the in their respective schools. Their responses were summarized using SPSS's descriptive statistics showing the means and standard deviations as indicated in table 4.2;

Table 4.2: Means and standard deviations on teacher pupil ratio

Indicator of Teacher pupil ratio	N	Mean	Std. Deviation
The number of pupils is high and this affects the quality of education and this affects the implementation of universal primary education	52	1.69	.961
Teachers are not enough which is a hindrance to quality education and hence affects the implementation of universal primary education.	52	1.71	.957
The implementation of universal primary education is faced with a problem of enough trained teachers	52	2.37	1.103
Because of the growing number of pupils, untrained teachers are teaching which hinders the implementation of universal primary education	52	2.52	1.038
Untrained teachers do not understand the needs of pupils and this hinders the implementation of universal primary education	52	1.81	.841
Because of untrained teachers the quality of education is affected and therefore parents do not trust it which is a hindrance.	52	2.52	.960
Teachers are paid low salaries since the money has to cater for universal primary education which is a hindrance to free primary education.	52	2.63	.817
The classes are large which means pupils do not understand what is being taught and this hinders the implementation of universal primary education	51	1.80	1.149
Because of large classes the needs of pupils especially the disabled are not catered for which hinders the implementation of universal primary education	52	1.94	1.145

Source: Primary data

The means in table 4.2 indicate that respondents agreed with most of the items (most means ≈ 4). For example, most respondents agreed on the questions of the number of pupils is high and this affects the quality of education and this affects the implementation of universal primary education (mean = 1.69), Teachers are not enough which is a hindrance to quality education and hence affects the implementation of universal primary education. (Mean=1.71); implementation of universal primary education is faced with a problem of enough trained teachers (mean =2.37). However, respondents were neither in disagreement nor in agreement on the questions, Because of the growing number of pupils, untrained teachers are teaching which hinders the implementation of universal primary education (mean=2.52), Because of untrained teachers the quality of education is affected and therefore parents do not trust it which is a hindrance. (Mean =2.52) and on teachers are paid low salaries since the money has to cater for universal primary education which is a hindrance to free primary education. (Mean =2.63). To get a summary picture on how respondents rated the teacher pupil ratio, an index was computed for all the nine items in table 4.2, which turned out to have a mean index of 2.11, suggesting that on average, respondents rated the teacher pupil ratio to be high.

Description of pupils' attendance

The third component of the independent variable considered in this study was pupils' attendance. The researcher measured this element using 3 qualitative items or questions in the questionnaire, with each Likert scaled between one to five, where 1= Strongly agree (SA); 2 = agree (A); 3 = neither agree nor disagree (NAND); 4 =Disagree (D); 5 =strongly disagree (SD). Respondents were required to indicate the extent to which they agree or disagree with the items in the questionnaire, which indicated the attendance of pupils. Their responses were summarized using SPSS's descriptive statistics showing the means and standard deviations as indicated in table 4.3;

Table 4.3: Means and standard deviations on pupils' attendance

Indicator of Attendance	N	Mean	Std. Deviation
Because of social economic problems pupils have to work instead of going to school to attend classes which affect their performance.	52	3.21	1.054
Parents do not encourage children to go to school which leads to irregularity in their attendance.	52	3.02	.980
Because of lack school feeding programmes in universal primary schools, pupils' attendance is affected.	52	3.08	.763

Source: Primary data

The means in table 4.3 indicate that respondents neither agreed nor disagreed with most of items or questions (most means ≈ 3), For example, on the question Because of social economic problems pupils have to work instead of going to school to attend classes which affect their performance. (mean ≈ 3), Parents do not encourage children to go to school which leads to irregularity in their attendance. (Mean ≈ 3) and so on. To get a summary picture on how respondents pupils' attendance an average index (ATTENDANCE) was computed for the 3 items in table 4.3, which came out to have a mean index of 3.10, indicating that on average respondents rated pupils attendance as neither being high or low.

Description of pupils' performance

The dependent variable in this study was pupils' performance. The performance was summarized using SPSS's descriptive statistics showing the means and standard deviations as indicated in table 4.4;

Table 4.4 Pupils mean score

	N	Minimum	Maximum	Mean	Std. Deviation
Pupils' Average scores	225	41	92	60.44	9.412
Valid N (listwise)	225				

Source: Primary data

The mean in table 4.4 indicate that pupils' performance in primary schools of Masulita Sub County was 60.44 which is neither high nor low; the minimum score was given as 41 which is slightly above the pass mark while the maximum score was 92, a distinction 1 in aggregate terms. The findings suggest a moderate performance of pupils in Masulita Sub County.

Pearson's correlations between performance and teaching/learning resources

The Pearson's correlation coefficient was used to establish whether there was a significant relationship between resources and pupils' average performance. Table 4.5 shows these correlations;

Table 4.5: Pearson's Linear Correlation Coefficient results correlating Resources under UPE and pupils' performance

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
Pupils' Average scores	225	60.44	9.412		
Resources	52	2.1154	.95098	0.356	0.000

Source: Primary data

Table 4.5 suggest positive relationships between the two variables, teaching/learning resources (mean=60.44) and pupils performance (mean=2.1154) with ($r=0.356$, sig. = 0.000). This suggests that to a given extent availability and use of teaching/learning resources enhances students' performance. Although positive, the r value (0.356) is not large enough, that is, it contributes slightly above

35 percent. This means that, there are other factors that explain the variation in pupils' academic performance.

Pearson's correlations between teacher pupil ratio and pupils academic performance

The Pearson's correlation coefficient was used to establish teacher pupil ratio was a significantly correlated to average performance. Table 4.6 shows these correlations;

Table 4.6: Pearson's Linear Correlation Coefficient results correlating Teacher pupil ratio under UPE and pupils' performance

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
Pupils' Average scores	225	60.44	9.412	0.231	0.016
TPRATIO	52	3.1026	.53845		

Source: Primary data

Table 4.6 suggest positive linear relationships between the two numerical variables, teacher pupil ratio (mean=3.1026) and pupils average score (mean=60.44) with ($r=0.231$, sig. = 0.016). This implies that teacher pupil ration contributes 23 percent in explaining pupils' performance. This figure leaves room for other factors in causing a variation in pupils' performance.

Pearson's correlations between teacher pupil ratio and pupils academic performance

The Pearson's correlation coefficient was used to establish whether teacher pupil ratio was a significantly correlated with average performance. Table 4.7 shows these correlations;

Table 4.7: Pearson's Linear Correlation Coefficient results correlating attendance under UPE and pupils' performance

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
Pupils' Average scores	225	60.44	9.412	0.068	0.634
ATTENDANCE	52	1.9808	.99981		

Table 4.7 shows a positive insignificant relationship between attendance of pupils and their average score ($r=0.068$, sig. = 0.634). This suggests that pupils' attendance of lessons play a little role in enhancing pupils' performance in Masulita Sub County although this role is insignificant.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of major findings, conclusion on each finding and recommendations. The suggestions for further research are also indicated here.

Findings

This study set out to find out the influence of Universal primary education on pupils' academic performance, in Sissa Sub County Wakiso District. It was guided by three specific objectives, (i) to establish the effect of teaching/learning (ii) teacher pupil ratio and (iii) pupils attendance on the academic performance of pupils in Sissa sub county Wakiso district

Since research is meant to provide answers to questions the stated objectives were turned into questions which were in turn broken down into components or items in the data collection instrument which was used to collect data.

Data analysis using SPSS' descriptive statistics like means, standard deviations, and Pearson's Linear Correlation Coefficient (PLCC) revealed that there is a positive relationship between resources availability and use and pupils academic performance in terms of scores in assessments; Teacher pupil ratio was also found to have a positive relationship with pupils academic performance, findings on the third objective also indicate that the two numerical variables, pupils attendance and academic performance are positively linearly correlated.

Conclusions

In this section, the researcher gives conclusion to the study findings in relation to the study objectives.

Teaching/learning resources and pupils academic performance

The first objective of this study was to describe the relationship on the academic performance of pupils in Sissa Sub County Wakiso district, for which it was hypothesized that teaching/learning resources significantly influence pupils' academic performance in Sissa Sub County. Using PLCC, this hypothesis was accepted. Basing on the study findings, the researcher generated the following conclusion;

- i) There are not enough physical facilities like library and laboratories in the UPE schools needed to enhance the performance of pupils in Masulita Sub County. This is limiting the success of UPE programme in Sissa.
- ii) Teachers cannot teach well because of lack of enough teaching/learning resources and the available facilities do not meet the needs of different pupil categories in UPE schools in Sissa Sub County.

Teacher pupil ratio and pupils academic performance in Sissa Sub County

The second objective of this study was to describe the relationship between teacher pupil ratio and pupils' academic performance in Sissa sub County, for which it was hypothesized that teachers' pupil ratio significantly influence pupils' academic performance in Sissa Sub County. Using PLCC, this hypothesis was accepted and its corresponding null rejected. Basing on the study findings, the following conclusions were generated;

- i) When the number of pupils in the class is big for the teacher, it affects the quality of education and this in turn affects the quality of universal primary education, in that the performance of pupils turn out to be poor.

ii) Because of a large number of pupils per class, pupils do not understand what is being taught and this hinders the implementation of universal primary education. In addition the needs of pupils especially the disabled are not catered for which affect their performance.

Evaluation skills and pupils academic performance

The third (and last) objective of this study was to describe the influence of pupils attendance on the academic performance of pupils in Sissa Sub County Wakiso district. From which it was hypothesized that pupils' lesson attendance significantly affect pupils' academic performance. Using PLCC, this hypothesis study found there was a positive insignificant relationship between the two variables. Basing on the study findings the following conclusions were generated;

i) Social economic problems at home make some pupils to dodge classes as they are doing work at home, and this to an extent affect their academic performance. Absence from class means losing what is taught during the day and an assessment given on the same day may not be passed by those who missed such lessons, therefore ending up performing poorly.

ii) Parents do not put much emphasis on encouraging their children to attend school and classes on a regular basis and this negatively affect students' performance.

ii) Lack of food at school has led to the escaping of pupils from school before time; this has led to the general poor performance of pupils because they can't comprehend what is taught in their absentia.

Recommendations

This section deals with recommendations arising from the pertinent findings and conclusions of this study, hypothesis by hypothesis;

- School feeding programmes Government and other relevant stakeholder should ensure that there is provision of the basic teaching/learning resources to enable teachers be well equipped to enhance their delivery in order to bring about improvement in performance of pupils
- Teachers should also be creative enough to use the available natural facilities to come up with resources that can help them pass on the information to the learners through adequate planning and implementation of lessons.
- The quantity of teaching learning resources and other school facilities should be varied with the varying number of pupils or enrollment; this should be the case with financial and other resources.
- Basing on the findings of the second hypothesis, the researcher recommends that if pupils' performance is to be improved in Sissa Sub County, the following should be noted;
 - There is a need to hire teacher basing on the number of pupils in the school and to determine the maximum pupil per teacher beyond which pupils can be divided into streams to bring about closeness between the teacher and the pupil and to enable teacher to cater for individual attention.
 - There should be establishment and maintaining of a friendly relationship between the teachers and the pupils should be encouraged so that there is no big gap between the two parties as this will allow pupils to express their ideas and to be close to the teacher. This is possible if the number is manageable by the teacher.
- Basing on the findings of the third hypothesis, the researcher recommends that if pupils' academic performance is to be improved in Sissa Sub County, the following should be noted;

- There should be a joint effort by teachers' parents and other stake holders in encouraging pupils to always attend classes as missing classes mean missing to get what will constitute the assessment and in turn this brings poor performance.
- Need to be established in all UPE schools in Sissa Sub County to attract pupils stay at school throughout the day since being hungry makes some pupils leave school before time to go and get what to eat from homes.
- There should be an efficient monitoring system on attendance in all UPE schools and actions should be taken against pupils who miss lessons after thorough analysis of the causes. The actions should take the form of attracting the pupils than taking a negative form.

REFERENCES

Abagi, O. Wasunna, Owino and Shiela Wamahiu (1997). "*Household Based Factors as determinants of School Participation of girls in Kenya.*" Research Report. Nairobi: AAS.

Achola P. W. (1995). *SPRED Operational Research Project Phase 2: Evaluation of Existing Initiatives to Enhance Participation in Kenyan Primary School Education.* Nairobi: MoE.

Amin E.M., (2005) Social Science Research: Conception, Methodology and analysis, Kampala, Makerere University Printery

ARA Sage (1995). *Cost and Financing of Teaching and Learning Materials.* Nairobi. The World Bank and Ministry of Education.

Biegel, S., (2000). The interfaces between attendance, academic achievement, and equal educational opportunity. The report of consent decree monitoring team .U.S District Court, Northern District of California.

Bassey, M. (2000). Teachers for a changing society: Helping neglected children cope with schooling. The Educational Forum, 61, 58-62. Wilson Web June 30,2001.

Bategeka, L. et al (2004), Financing Primary Education for All: Uganda, Institute of Development studies and University of Sussex.

Central Bureau of Statistics (1996). *Welfare Monitoring Survey II: 1994 Basic Report.* Nairobi: Office of the Vice-President and Ministry of Planning and National Development.

CESA Team (1994). *Comprehensive Education Sector Analysis Draft Report*. Nairobi: MoE/UNICEF Kenya Country Office.

Fuller, B. (1985). *Raising School Quality in Developing Countries: What Investment Boost Learning*. Education and Training series, No. EDT7. Washington, D.C.: World Bank.

Go K. (1997). *National Development Plan 1997-2001*. Nairobi: Government Printer.

Heyneman, S. (1980) *Influences on Academic Achievement: A Comparison of Results from Uganda and More Industrialised Societies*, Sociology of Education, July

Karugu G K, Kivilu M, Kang'ethe R W K, and Ngaba D (1995). *Cost and Financing of Special Education in Kenya*. Nairobi: The World Bank and Ministry of Education.

Makau, B. M. (1986). *Educational Planning and Development in Kenya: The 8- 4-4 School Curriculum and Its Implications for self-employment*. Nairobi: IDS.

Maliyamkono, T.L. et al. (1982). *Higher education and Development in Eastern Africa*. London: Heinemann Ministry of Education and Sports (2003), Uganda Education Statistics Abstract 2003

Ministry of Education and Sports (1998), Guidelines on Policy, Roles, and Stakeholders in the Implementation of Universal Primary Education

Ministry of Finance Planning and Economic Development (2004), Expenditure Release Tracking Study.

Ministry of Finance Planning and Economic Development (2004), Poverty Eradication Action Plan (PEAP).

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondent the purpose of the study is to investigate the factors affecting the implementation of Universal primary education in Sissa sub-county Wakiso District in Uganda, and you have been chosen to participate in the study. You are kindly requested to tick where appropriately and fill in the gaps. I would like to bring to your attention that the information required is purely for academic purposes and will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

SECTION A: BACKGROUND INFORMATION

To help us classify your responses, please supply us with the following facts about you.

A1. Age

19-24yrs ☐

25-30yrs ☐

31 and above ☐

A2. Sex

Female ☐ Male ☐

A3. Educational level

Grade III ☐

Grade V ☐

Degree ☐

SECTION B: RESOURCES IN UPE SCHOOLS

Indicate the extent to which you agree with the following statements. Your answers should range between; 1 = strongly agree; 2 = Agree; 3 =neither Agree nor disagree; 4= Disagree 5= Strongly Disagree

B1. Teaching-learning resources/Physical Facilities					
1. The implementation of universal primary education is hindered by physical facilities	1	2	3	4	5
2. physical facilities like library and laboratories are not enough for the big numbers of pupils in universal primary education	1	2	3	4	5
3. Physical facilities do not meet the needs of disabled children in universal primary education	1	2	3	4	5
4. The toilets are not conducive for the pupils in universal primary education	1	2	3	4	5
5. The teachers do not teach well because of poor physical facilities	1	2	3	4	5
6. Because of lack of enough physical facilities pupils study under trees	1	2	3	4	5
7. Due to lack of enough materials the quality of education is affected	1	2	3	4	5

and this affects the implementation of universal primary education					
B2. Teacher pupil ratio					
1. The number of pupils is high and this affects the quality of education and this affects the implementation of universal primary education.	1	2	3	4	5
2. Teachers are not enough which is a hindrance to quality education and hence affects the implementation of universal primary education.	1	2	3	4	5
3. The implementation of universal primary education is faced with a problem of enough trained teachers.	1	2	3	4	5
4. Because of the growing number of pupils, untrained teachers are teaching which hinders the implementation of universal primary education.	1	2	3	4	5
5. Untrained teachers do not understand the needs of pupils and this hinders the implementation of universal primary education	1	2	3	4	5
6. Because of untrained teachers the quality of education is affected and therefore parents do not trust it which is a hindrance.	1	2	3	4	5
7. Teachers are paid low salaries since the money has to cater for universal primary education which is a hindrance to free primary education.	1	2	3	4	5
8. The number of pupils is high and the teachers cannot manage the classes and hence affects the implementation of universal primary education.	1	2	3	4	5
9. The classes are large which means pupils do not understand what is being taught and this hinders the implementation of universal primary education.	1	2	3	4	5
B3. Attendance					
1. Because of social economic problems pupils have to work instead of going to school to attend classes which affect their performance.	1	2	3	4	5
2. Parents do not encourage children to go to school which leads to irregularity in their attendance.	1	2	3	4	5
3. Because of lack school feeding programmes in universal primary schools, pupils' attendance is affected.	1	2	3	4	5

Source: primary data

APPENDIX II: PUPILS' MEAN SCORES

no.	Score	no.	Score	no.	Score	no.	Score	no.	Score	no.	Score
1	50	43	50	85	65	127	60	169	60	211	52
2	60	44	53	86	65	128	63	170	71	212	53
3	50	45	54	87	66	129	64	171	92	213	54
4	52	46	55	88	68	130	60	172	90	214	51
5	62	47	61	89	67	131	62	173	81	215	46
6	52	48	60	90	61	132	61	174	70	216	90
7	53	49	69	91	61	133	62	175	60	217	51
8	55	50	67	92	63	134	71	176	80	218	52
9	56	51	67	93	67	135	70	177	60	219	61
10	57	52	67	94	68	136	80	178	62	220	52
11	61	53	69	95	71	137	81	179	62	221	61
12	64	54	73	96	51	138	79	180	61	222	61
13	65	55	75	97	71	139	59	181	60	223	63
14	66	56	71	98	51	140	51	182	50	224	65
15	70	57	78	99	48	141	60	183	50	225	66
16	72	58	71	100	49	142	61	184	70		
17	74	59	50	101	50	143	62	185	80		
18	75	60	45	102	50	144	50	186	70		
19	51	61	48	103	51	145	52	187	69		
20	55	62	49	104	53	146	52	188	61		
21	50	63	52	105	71	147	52	189	60		
22	52	64	56	106	61	148	60	190	52		
23	53	65	57	107	59	149	61	191	51		
24	54	66	53	108	54	150	62	192	51		
25	63	67	59	109	54	151	63	193	50		
26	64	68	62	110	56	152	64	194	71		
27	61	69	61	111	51	153	62	195	60		
28	59	70	63	112	54	154	51	196	50		
29	43	71	66	113	50	155	64	197	50		
30	41	72	61	114	60	156	65	198	50		
31	58	73	58	115	71	157	52	199	51		
32	81	74	80	116	72	158	50	200	53		
33	82	75	81	117	51	159	50	201	54		
34	83	76	66	118	52	160	51	202	55		
35	71	77	61	119	53	161	51	203	56		
36	75	78	58	120	56	162	51	204	57		
37	72	79	69	121	57	163	50	205	60		
38	56	80	50	122	51	164	65	206	61		
39	73	81	52	123	52	165	64	207	69		
40	71	82	53	124	61	166	61	208	68		
41	56	83	54	125	60	167	61	209	48		
42	52	84	65	126	61	168	62	210	51		

Source: UPE schools in Sissa Sub County