

**THE EFFECTIVENESS OF HOLIDAY TEACHING PROGRAMME:  
A CASE OF SELECTED SECONDARY SCHOOLS IN JINJA  
MUNICIPALITY**

**BY**

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## DECLARATION

I **Egaru Samson**, a student of Kampala International University, hereby declare that this work is my original work and the best of my knowledge and that it has never been presented by any other person or institution for any academic award in and outside Kampala International University.


Signature..........

**Egaru Samson**

Date.....13/09/2010.....

## APPROVAL

This research proposal has been submitted for examination with my approval as a University Supervisor.

Signature.....

**Sekajugo Derrick**

Date.....12/09/2010.....

## **DEDICATION**

I dedicate this work to my late father Mr. Echibu Musesera, my mother Mrs. Echibu Catherine, and my sister Mrs. Oluka Grace for helping me in the course of my education.



## ACKNOWLEDGEMENT

I feel indebted to many people for the help, advice and support in as far as my education is concerned. Special thanks go to my sister Mrs. Oluca Grace and my Head teacher Mr. Malinga Mark for their continued support.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter introduces the research topic and gives detailed information about the research. This section of the report includes the background to the study, statement of the problem, objectives of the study that has sub sections of general objective and specific objectives, research questions and the area of study.

#### **1.1 Background to the Problem**

Education was introduced in England in 1870; where secondary schools were paying money until 1944. 80% of children left after elementary education, which was subsequently replaced by The 1944 Education Act which introduced free secondary education. Since 1990, demographic pressures, and the need to reduce the high out of school population and relative unattractiveness of teaching are making a chronic situation worse in many countries. Education for All (EFA) goals by 2015 are threatened by current or prospective teacher shortages, hence the need to better understand and develop policies and concrete measures to address these shortages in the interests of universal access and provision of quality basic education. This has increased tension among teachers and thus a need to protect their jobs this has increased teaching over the holidays (ILO and UNESCO, 2002).

Non-selective or 'comprehensive' schools were introduced gradually, but comprehensive education became government policy in the 1960s. The arguments for and against comprehensive education have been confused with other arguments about educational methods and the purposes of education. The main arguments for comprehensives are that they reduce the likelihood of discrimination or disadvantage on the basis of class, and that they improve the prospects of children of middling ability. The main argument against is that the selective system may be more consistent with the idea of equality of opportunity. Working class children who went to grammar schools did better than those who go now to comprehensive schools.

The dominant principle was the pursuit of equality. The system was based on a 'tripartite' structure, distinguishing grammar, technical and secondary modern. Within these schools there were to be 'parity of esteem'. In practice, there were few technical schools, which meant the system was more 'bipartite' than 'tripartite'. Since grammar schools were selective, and secondary moderns took the rest, there was never 'parity of esteem'.

The Uganda Government has temporarily closed down 11 schools in various districts for defying a standing policy that bans holiday teaching in schools, the commissioner insisted that students need holidays to rest and interact with their parents. Teachers have reportedly turned holiday teaching commonly known as coaching into a money-minting venture through charging unnecessary exorbitant fees. Bigger blame has always been put on parents who fight tooth and nail to see their children go for holiday classes. This is the second operation to take place after the first one in June (<http://www.allafrica.com>).

When she was in secondary school, years ago, every holiday announcement was greeted with loud cheers and desk thumping, and they would all rush out of the class even almost forgetting our schoolbags. But after they started working, any sort of holiday (apart from weekend that is), just felt like an annoying inconvenience. Most people would take this as a weirdo syndrome but hear me out here.

It is noted that the holidays meant more work load especially the days when the tasks were not completed the previous days. The authorities should realize that too many holidays are counterproductive. Most of the occasional holidays are not counter productive but most of them serve no real purpose and get in the way of the important projects of educating the children. Important occasions need to be observed, and they should be part of the education that is given to the children and the students generally considering the fact that the normal working body of a child needs enough rest. Furthermore as the saying goes "work with out play makes jack a dull boy" the holidays should highly be put into consideration.

[<http://talkingeducation.blogspot.com/2008/08/schools-and-holidays.html>]

## **1.2 Statement of the Problem**

Research in Uganda has indicated that initially school holidays were vital for children in acquiring informal education through participation in household activities which would create a relief for their parents. It would also refresh the minds of the young people and teachers.

Although some educational psychologists have indicated that the child's brain needs to be rested during holiday periods, teachers who desperately need to augment their seemingly poor pay checks argue on the contrary. They hold in certain cases that the backward child requires a bit of extra pushing during vacation to catch up with her/his peers.(Natalie, 2008) However, it is on this note that, governments have reacted towards school holiday programs by interdicting those caught in practice. The months of June and July saw a great scuffle between Ministry of Education officials and head teachers of secondary and primary schools where almost 6 head teachers were imprisoned. This has led to tension on whether it is vital to teach children in holiday or whether children and teachers need to rest and refresh their knowledge.

Therefore, the study investigated deeper into this issue to establish the force behind holiday teaching and its effect in educational development by ascertaining the government's education curriculum in facilitating student's performance.

## **1.3 Purpose of the study**

The purpose of this study was to analyze effectiveness of holiday teaching programs in secondary schools. The study focused on selected secondary schools in Jinja Municipality as a case study.

## **1.4 Specific objectives**

The study was aimed at achieving the following specific objectives;

- i) To determine the factors behind holiday teaching
- ii) To document the effects of holiday teaching on children, parents and teachers

- iii) To determine the challenges faced by the children, teachers and parents regarding to holiday teaching
- iv) To suggest measures to be undertaken so as to tackle the challenges of holiday teaching

### **1.5 Research Questions**

The study attempted to find answers to the following questions;

- i) What are the factors that cause teachers to be involved in holiday teaching?
- ii) What are the effects of holiday teaching to the parents, teachers and students?
- iii) Explain the challenges faced in implementing the holiday teaching policies?
- iv) What are the measures put in place to solve the challenges above?

### **1.6 Scope of the Study**

The study was carried out in Jinja Municipality because that's where the researcher's home is, it will reduce on the transport and accommodation costs. The study focused on holiday teaching and government education policy. It was specifically concentrated on the prevailing conditions in the area of study (Jinja Municipality) that in one way or the other, contradict government policy. Jinja District is bordered Kamuli District to the north, Iganga District to the east, Mayuge District to the southeast, Mukono District to the west and Kayunga District to the northwest. The district is located 96 kilometers (60 mi), by road, east of Kampala city. The study covered the records of performance of selected secondary schools in Jinja Municipality for the past four years. The study was carried out in one month.

### **1.7 The Significance of the Study**

The findings of the study will be useful or important in many different ways and to many different persons or groups of people;

The study will identify the causes of tension between government policies and school programs and how this tension can be dealt with in order to gear educational development

in Uganda so that students, teachers and parents can all benefit from any educational policy.

This study will be vital in helping policy makers and implementers in order to know how they can deal with issues of holiday programs in order to get a formal policy that will control the tension raising in Uganda today.

The study will also add knowledge to the existing literature on educational development in Uganda especially school and government educational programs. This added knowledge will enhance the existing literature as well as future research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The World Education Forum held in Dakar from April 26 to 28, 2000 reaffirmed the vision of the world declaration on education for all by adopting six goals: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality .Meeting the learning needs of all young people and adults through equitable access to appropriate learning and life skill programmes.

Major international institutions tend to agree that basic education in an increasingly complex society requires approximately nine years of schooling. Quality education is education that, in addition to creating the conditions that promote learning and the child's harmonious development, ensures command of the three target skills. Mastering them means not only acquiring the ability to replicate the knowledge and skills taught, but also learning how to take initiative, in other words, drawing upon that knowledge and those skills to cope with a specific situation. The aim, then, is to surpass the level of mere reproduction to achieve a level where children can solve problems that they will be faced with in the future.

#### **2.1 Definition of Key Concepts**

Coaching is the giving of students extra teaching. This is why I am yet to be convinced on the necessity of a law, and policemen hours, against it. Moreover there are various school typologies: day, boarding, evening, weekend etc. I dare you to draw a line between teaching and extra teaching. In many boarding schools there are night lessons (extras); similarly, well-heeled parents, including officers of your departments, hire teachers to offer extra lessons to their children in the privacy of their homes and the law is quiet. Where then is justice in the same law when it criminalizes the act of a day school calling in its students for holiday lessons and that of students choosing to see a teacher at

such a time and place that they find appropriate, often with the informed support of the parents (Ssempebwa, 2007).

Coaching is a bad and prominent activity but, unfortunately, theoretical allegation. In fact, it may be argued that it is good because it ,increases guided-study time, allows more student centered instruction, which is decreasing in the institutionalized classroom and accesses many learners the teaching of upscale teachers, including UNEB setters and markers, they otherwise could not have accessed. I am, therefore, afraid that the anti-coaching law is based on myths rather than truths (Ssempebwa, 2007).

## **2.2 Factors behind Holiday Teaching**

Universal primary enrolment and quality basic education for all given countries the challenge of combining and balancing effectiveness the effective command of target skills efficiency (a reasonable ratio between results and investment equity (reducing the gap between children with fewer or greater advantages).some developing countries, it is hard to know which institution has an accurate inventory of the situation.

The institution in charge of paying salaries is often incapable of saying whether individuals with teacher status are actually still in the classroom, or to which school or institution they are assigned. Many revealing anecdotes this confusing situation. When we were trying to compile a representative sample for a teacher motivation survey in Burkina Faso, not a single department at the Ministry of Education was able to provide a list of teachers and their locations in the country. One teacher Tangie (2008) prints out that “I really need to have a good rest after a tedious school year, but without the holiday classes, I would not have money to take care of my needs throughout the long vacation” (Rita, 2008).

The point of the matter is that the school system has failed to satisfy the specific needs of many students and their parents. Consequently, the directive to ban extra tuition during the holidays is limited in scope as it did not address the impact of private tuition on pupils, apart from saying children need time with their parents. The directive should



have included a commitment to provide a minimum of real instructional time for each student based on UNESCO benchmarks (<http://www.eastandard.net/rss/>).

“Most students are convinced that their academic performance is not very good and for them to succeed, they need to take extra tuition during after school hours, weekends and holidays,” say IPAR researchers. But probably the highest motivator for the demand for extra tuition is the general fear that most parents and their children as principal beneficiaries, teachers have over the years perfected the private tuition boom and it has almost become mandatory for all students in primary and secondary schools not to miss these remedial classes. But however extra tuition in schools is necessary for weak students in specific subjects or in key learning areas. The reason is that ability varies among students and teachers are required to provide remedial teaching to help learners who have low linguistic competence and limited logical mathematical ability (<http://www.eastandard.net/rss/>).

### **2.3 Effects of holiday teaching on children, parents and teachers**

Research has shown that coaching makes teachers reluctant to teach well in the main stream classes. Irrespective of the true worth of this allegation, even education management inconvenience. Coaching gives some students unfair advantage. So be it, the way some students have text books that others do not have. In education, coaching at home or otherwise is a synonym of going the proverbial extra mile, a point on which we are being caused to believe, especially because we are not clear on the gap between teaching and spoon feeding and which of the two the schools themselves are doing and with what results. One of the teachers’ was quoted saying “We are, however, clear that whether we teach or coach, it is the same syllabus hence, the end justifies the means.” (Oluka, 2007).

Recent media reports indicate that a number of teachers, including a head teacher, have been interdicted over coaching. Indeed, cases, and threats, against coaching have been so numerous in the media that one is tempted to think of the practice as unconditionally bad. Unfortunately, most editorials on the practice are not sufficiently cognizant of the clarity of the circumstances that have necessitated it. This, therefore, is to write in defense so

that it will be clear, especially to the skeptics that coaching is a contemporary educational need especially at such a time when students' holidays are here and it is time for coaching. My initial thoughts are that your anti-coaching attitude is consequent upon the law, criminalizing the practice, which is unfortunate because the law is bad for, contrary to the basic qualities of good laws, it is not necessary, comprehensively definitive, just and, consequently,(effectively) enforceable as I will illustrate shortly ([http://portal.unesco.org/education/en/files/36280/11001008073De\\_Ketele.doc/De+Ketel e.doc](http://portal.unesco.org/education/en/files/36280/11001008073De_Ketele.doc/De+Ketel e.doc))

Another phenomenon is also worth mentioning: the number of hours actually taught compared to the official number of hours. By cross-checking various indicators (absence of teachers during unannounced visits, complaints from parents, non respect of official back-to-school dates, advancement of the first day of major vacations, extension of various vacations at the beginning and end, absence on market days, the need for labour at certain times of year, the impossibility of placing pupils in training programmes at certain times of year, the time necessary to pick up paychecks, etc.),we estimate that in some areas far from big cities, actual teaching time is half the official number of hours. ([http://portal.unesco.org/education/en/files/36280/11001008073De\\_Ketele.doc/De+Ketel e.doc](http://portal.unesco.org/education/en/files/36280/11001008073De_Ketele.doc/De+Ketel e.doc))

## **2.4 Challenges faced by the Children, Teachers and Parents Regarding to Holiday Teaching**

Since 1990, demographic pressures, and the need to reduce the high out of school population and relative unattractiveness of teaching are making a chronic situation worse in many countries. Education for All (EFA) goals by 2015 are threatened by current or prospective teacher shortages, hence the need to better understand and develop policies and concrete measures to address these shortages in the interests of universal access and provision of quality basic education. This has increased tension among teachers and thus a need to protect their jobs this has increased teaching over the holidays (ILO and UNESCO 2002).

Products of coaching fail to cope with higher education. Substantiating this necessitates statistics on higher education failure rates that incriminate coaching. Otherwise, having been coaching since nursery did not keep me from earning a good degree (Ssempebwa, 2007).

it is a hard task to imagine what is wrong with a teacher offering to give (optional) extra lessons to a few students during the holidays at a fee. If it is okay for us to pay to talk to doctors, why not pay to talk to teachers? Whereas it is agreeable that learners need a break off school work, themselves and their parents are the best judges of when to take this break. You may realize that while you can try to bar teachers from coaching, you cannot stop students who choose to spend the entire evening or holiday buried in their books (Ssempebwa, 2007).

## **2.5 Solutions to the Challenges faced by the Children, Teachers and Parents Regarding To Holiday Teaching**

The Government of Uganda has temporarily closed down 11 schools in various districts for defying a standing policy that stops holiday teaching in schools. The commissioner says students need holidays to rest and interact with their parents. Teachers have reportedly turned holiday teaching commonly known as coaching into a money-minting venture through charging unnecessary too much fees. Bigger blame has always been put on parents who fight tooth and nail to see their children go for holiday classes. This is the second operation to take place after the first one in June. (<http://www.allafrica.com>).

One of the girls was quoted saying that “When I was in school, years ago, every holiday announcement was greeted with loud cheers and desk thumping, and we would all rush out of the class even almost forgetting our schoolbags. But after I started working, any sort of holiday just feels like an annoying inconvenience. Most people would take this as a weird syndrome but hear me out here.” A holiday means more work load the day after, unfinished task to worry about, Break in the flow. The authorities should realize that too many holidays are counterproductive. An occasional holiday makes for a refreshing break, but too many of them serve no real purpose and in fact get in the way of the

important project of educating our children. It's time something was done to minimize the number of holidays. Important occasions still need to be observed, and they should be that's part of the education we give to the children (<http://talkingeducation.blogspot.com/2008/08/indian-schools-and-holidays.html>).

But not working or learning on these days sends out the wrong message. In fact, maybe we could have, instead of a holiday, some other ways of marking the occasion: extra-curricular activities like a 'literary day,' or an environment preservation activity, a drive to clean up your locality, or the like. Such activities will practically benefit the students, and not lose precious school time. (<http://talkingeducation.blogspot.com/2008/08/indian-schools-and-holidays.html>)

According to Ssempebwa coaching is a necessary condition for exhausting the ever widening syllabus. It is my wish, therefore, that you either encourage the practice and possibly allow for registration of coaches in accordance with relevant laws or introduce a system in which teaching is clearly distinguished from extra teaching and the later is not a condition for success, People are being caused to believe, especially because we are not clear on the gap between teaching and spoon feeding and which of the two the schools themselves are doing and with what results. We are, however, clear that whether we teach or coach, it is the same syllabus hence, the end justifies the means. Substantiating this necessitates statistics on higher education failure rates that incriminate coaching. Otherwise, having been coaching since nursery did not keep me from earning a good degree (<http://www.responsibletravel.com/>).

One wonders what is wrong with a teacher offering to give (optional) extra lessons to a few students during the holidays at a fee. If it is okay for us to pay to talk to doctors, why not pay to talk to teachers? Whereas it is agreeable that learners need a break off school work, students and their parents are the best judges of when to The Ministry's policy and strategy efforts result in laws to improve education for all. Work in progress includes improving social and academic outcomes for all students by focusing on factors making the biggest difference to student learning; helping schools better to determine their

curriculum, teaching, learning and assessment; and promoting the effective use of information and communication technologies in schools. (<http://minedu.gov.nz.educationsector>).

The ministry of Education and Sports has given a last warning to head teachers and proprietors of schools across the country for coaching pupils and students during school holidays or risk being punished. Before the closure of the first term for Primary and Secondary Schools, the ministry of Education had warned schools against coaching during holidays, but many schools throughout the country paid a deaf ear and went on with their usual holiday teaching. The ministry through the Directorate of Education Standards sent out inspectors to schools which were suspected to flout the regulations and many were arrested (<http://www.ugpulse.com/>).

During the operation, over 44 primary and Secondary Schools were caught teaching during holidays. In a statement to journalists in Kampala recently the ministry indicated that an appropriate action will be taken on all those found guilty of doing such an illegal act. Part of the blame has been put on parents who don't want to take care of their children during holidays opting to send them to school and stiff competition in schools to produce the best (<http://www.ugpulse.com/>).

According to Kigotho (2006) the recent ban on private holiday tuition during the holidays by the Ministry of Education will be very hard to implement as long as students and their parents are willing customers. The tuition may stop being offered in schools, but will be shifted to other venues such as churches, public social halls, rented private facilities and in homes. The bottom line is that real and perceived benefits of education have created insatiable demand for education.

According to studies by the Institute of Policy Analysis and Research (IPAR), the demand for extra tuition in public and private schools has been boosted by students' perception that they are under-achieving what they are supposed to get.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the research methodology to the study; discuss aspects of the geographical area in which the research was be conducted, the research design, the study population, sampling techniques, the sample size, the study instruments, sources of data, data analysis methods, data process methods respectively.

#### **3.1 Design**

The research employed descriptive research design. This was done because the research tried to find out why schools were still rigid on holiday teaching and why the government was not giving it a blessing. Descriptive research was also used to ascertain measures already in place in order to see how responsive public schools have been towards this government policy.

#### **3.2 Population**

The study was conducted in selected secondary schools in Jinja municipality. The study population included teachers and the students from the selected schools, government leaders specifically the education officials, and the parents. These enabled the researcher obtain different views and opinions on the study.

#### **3.3 Sample size**

Due to the time and financial limitations, the researcher would not be able to get information from all the relevant people in the district. Therefore a sample was drawn to represent the entire population. A sample size of 60 respondents was selected from 3 secondary schools in Jinja Municipality. This included 25 teachers and 10 government leaders, 5 parents and 20 secondary school students.

#### **3.4 Sampling Procedure**

Purposive sampling was employed to obtain data from the government leaders and the teachers in the school because the teachers who had appropriate knowledge on the study

gave relative and genuine information regarding to the research. The students were selected using simple random sampling because it was assumed that all the students knew that holiday teaching was not recommended by the government. The parents were selected using simple random sampling in order to obtain even information from the respondents.

### **3.5 Methods/Tools of Data Collection**

The researcher used both primary and secondary data collection methods. Secondary data included information from journals, news papers, textbooks reports and dissertations, and the internet.

Primary data was collected from the field by use of self administered questionnaires and interview guides. The researcher administered the semi structured questionnaires to the teachers, head teachers and parents because they could read and write. Furthermore they had the best appropriate knowledge concerning the education policies.

Interviews were used to get information from the students regarding to the topic and the detailed views that achieved the research objectives. The interview guide helped to validate the research findings got by use of semi structured and self administered questionnaires.

### **3.6 Data control and Measurement**

The data obtained was tested for authenticity by the researcher. This was done by carrying out additional search and applying other methods like observation and literature check. The information got from all these sources was put together and measured to determine its correctness and accuracy to ensure consistency of the data obtained.

### **3.7 Data Processing and Analysis**

Quantitative data was analyzed by use of computer packages like Microsoft excel and Microsoft word to generate tables, graphs and figures. Qualitative data was analyzed by

use of thematic data analysis which involved quoting respondents and categorizing the information according to the respective themes.

### **3.8 Limitations**

The study was limited by financial constraints and the time scale. It was not possible for the researcher to cover all the people in Jinja district, thus the researcher had to formulate a sample which was used to represent the entire area of study.

Accessibility to confidential information which is necessary was not easy. Therefore the researcher tried to assure the respondent that the information obtained would be used for academic purposes only and shall be treated with a high level of confidentiality.

### **3.9 Ethical procedures**

The researcher obtained an introduction letter from the faculty of development studies which helped in getting permission from the local leaders and the respondents to carry out the study and fill the respective questionnaires. Further more, the researcher made sure that she respects, and acknowledges the ethical codes. Maximum attention was given to the respondents through the whole process of investigation. Sensitive information was consciously considered with a lot of care and confidentiality. This helped preserve the rights and freedom of respondents.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter documents the findings based on data collected and analyzed about the effectiveness of holiday teaching programmes, with special reference to secondary schools in Jinja Municipality. Efforts were taken to sort and present findings based on study objectives. However, for more systematic presentation and discussions, the first section points to the demographic characteristics.

#### 4.1 Background Information of Respondents

This section specifically pointed at the sex characteristics, age, marital status, level of education and religious affiliations and findings were documented as indicated in the table below.

**Table I: Background Information**

Bio Data	Responses	Frequencies	Percentage
Sex	Male	27	54
	Female	23	46
	<b>Total</b>	<b>50</b>	<b>100</b>
Age	Less than 18 years	20	40
	18-25 years	12	24
	26-35 years	9	18
	36-45 years	7	14
	46-55 years	2	4
	<b>Total</b>	<b>50</b>	<b>100</b>
Marital status	Single	16	53.3
	Married	14	46.7
	<b>Total</b>	<b>30</b>	<b>100</b>
Level of education	Primary	1	2
	Secondary	24	48
	Tertiary	8	16
	University	14	28
	Others	3	6
	<b>Total</b>	<b>50</b>	<b>100</b>
Religion	Catholic	11	36.7
	Protestants	9	30
	Moslem	4	13.3
	Others	6	20
	<b>Total</b>	<b>30</b>	<b>100</b>

Source: *Respondent's Field Data, 2010*

#### **4.1.1 Sex**

Majority of the respondents were males as indicated by 27 (54%) and only 23 (46%) were females. This therefore implied that more males are involved in education programmes than females. Therefore, holiday teaching programmes greatly affect males thus the need to greatly involved males while formulating policies that governs holiday teaching programmes.

#### **4.1.2 Age**

The study also identified the age characteristics of the respondents as portrayed in the above table. Findings therefore indicated that most respondents were aged below 18 years as depicted by 20 (40%), followed by those aged between 18-25 shown by 12 (24%), 26-35 indicated by 6 (18%), 36-45 shown by 14% (7) and only 2 (4%) were aged between 46-55 and above.

Majority comprised of respondents aged below 18 years because all students involved in the study were aged below 18 years. However, involving different age categories of respondents implies that holiday teaching and government programmes were widely known.

#### **4.1.3 Marital status**

In terms of the marital status of the respondents, 53.3% (16) were married while 46.7% (14) were single. A question related to marital status was only posed to teachers, parents and government officials. This was because students in secondary level were considered young below 18 years of age and yet the government laws considered any age bracket below 18 as defilement age.

#### **4.1.4 Level of education**

Further investigations were made to evaluate education levels of respondents and findings revealed that 24 (48%) attained secondary level, 14 (28%) university, (16%) 8 tertiary, 3 (6%) others and 1 (2%) primary. Those categorized as others comprised of those who did not attain any education level or those who studied under Functional Adult Literacy Education (FAL).

Many respondents constituted secondary level of education because of student's involvement in the study. While the increased numbers portrayed by university and tertiary was collected from teachers and government officials in the education sector including parents.

#### **4.1.5 Religion**

From the above table, religious affiliations of respondents shows that 11 (36.7%) were Catholics, followed by 9 (30%) protestants, 6 (20%) others and only 3 (13.3%) Moslems. Those categorized as others comprised of the born-again Christians and those who practiced African religious beliefs.

Religion was only asked to teachers, government officials and parents because most students were under the influence of their elders in religious matters though some might have their religions different from their parents.

#### **4.1.6 People staying with students and distance traveled to school**

Questions in this sub section were only posed to students and findings were documented as indicated in table II below.

**Table II: People staying with students and distance traveled to school**

<b>People whom students stay with</b>	<b>Frequencies</b>	<b>Percentage</b>
Parent	18	90
Guardian	2	10
<b>Total</b>	<b>20</b>	<b>100</b>
<b>Whether students are in boarding schools</b>	<b>Frequencies</b>	<b>Percentage</b>
Yes	13	68.4
No	6	31.6
<b>Total</b>	<b>19</b>	<b>100</b>
<b>Distance of day students to the school</b>	<b>Frequencies</b>	<b>Percentage</b>
Less than 1km	2	33.3
More than 1km	4	66.7
<b>Total</b>	<b>6</b>	<b>100</b>

Source: *Respondent's Field Data, 2010*

#### **4.1.6.1 People whom students stay with while in schools**

As indicated in the table below, 18 (90%) of the students stayed with their parents while 2 (10%) stayed with their guardians. These students therefore did not stay in hostels either due to schools being very near their homes or limited finances to cater for their hostel fees. However, some students stayed in boarding sections and only stayed with parents and guardians during holidays. This also meant that most students while attending holiday studies came directly from their homes.

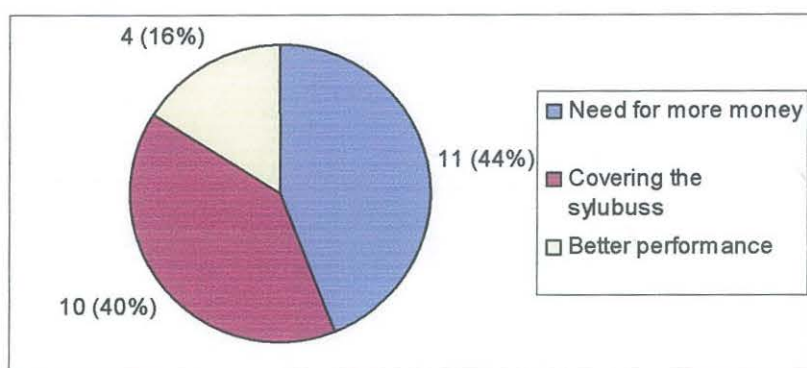
#### **4.1.6.2 Distance of day students to the school**

On realizing that most students stayed at home while studying in holidays, efforts were made to understand the distance they traveled to school and findings as already portrayed in the above table shows that 4 (66.7%) traveled for more than 1 Km while 2 (33.3%) moved for less than 1 Km.

## 4.2 Factors behind holiday teaching programmes

In this section, assessment was made regarding the factors behind holiday teaching. The first question was posed to teachers, parents and government officials in which the following as indicated in figure I below were documented.

**Figure I: A Pie Chart showing Factors responsible for holiday teaching**



Source: *Respondent's Field Data, 2010*

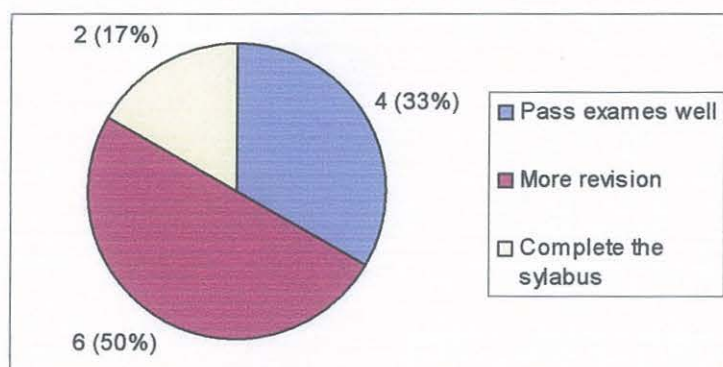
As indicated in the above pie chart, most responses accounting for 11 (44%) showed the need for more money as the most important factor that promoted holiday. It was realized that teachers were paid little salary compared to other civil servants in other ministries yet teachers as well had many responsibilities. This forced them to device mechanisms that would help them to increase on their earnings and this was done through holiday teaching.

Covering the syllabus was yet another factor behind holiday teaching as depicted by 10 (40%). It was alleged that some holiday lessons were conducted in schools so as to help teachers cover the syllabus. This was because sometimes due to increased activities in schools such as games and sports, students lagged behind in some subjects since they spent a lot of time in practice hence forcing teachers to endure holiday teachings so as to push their students.

Better performance was also recorded as indicated by 4 (16%). It was realized that some students were slow learners who did not easily grasp the contents of the subjects being taught to them in a short period while at school. Therefore, such students needed more attention that was granted through holiday teaching so as to improve on their performance especially in UNEB.

In the same vein, on getting back to students, a question was posed to reveal their concern for holiday teaching and in so doing, 15 (75%) reported the need for holiday teaching while 5 (25%) deemed holiday teaching as unnecessary. For those who reported that holiday teaching was necessary were asked to point out the reasons why students needed holiday teaching and the following as indicated in figure II below were documented.

**Figure II: A Pie Chart showing Reasons why students need holiday programmes**



Source: *Respondent's Field Data, 2010*

From the above pie chart, 6 (50%) pointed out need for more revision. This is because some students who did not understanding class work during normal lessons utilized the opportunity to ask what they did not understand and this helped to improve on their performance.

Passing exams was also identified as shown by 4 (33%). It was noted that during holiday teaching, students learnt a lot especially regarding question approach since they did not have enough time during normal lessons in which most teachers aimed at covering the

syllabus. Therefore, during holiday teaching, student mastered the techniques of question approach and this helped them during the final exams.

Completing the syllabus was also reported as indicated by 2 (17%). Some teachers like already noted did not complete the syllabus during normal lesson due to various disturbances such as sending students for school fees and co-curricular activities. This forced them to spare an extra time for their students so as to complete the syllabus and prepare their students for final exams hence leading to holiday teaching.

#### 4.3 Effects of holiday teaching

The study also investigated the effects of holiday teaching and while doing this, various sub themes were generated to more systematic expression of vies and ideas as presented in the subsequent discussions.

##### 4.3.1 Benefits of holiday teaching to teachers

The study also documented the benefits of holiday teaching to teachers and findings were as indicated in the table below.

**Table III: Benefits of holiday teaching to teachers**

Benefits of holiday teaching to teachers	Frequencies	Percentage
Extra money	13	68.4
Good performance	4	21
Increased Research	1	5.3
More time for explanation	1	5.3
<b>Total</b>	<b>19</b>	<b>100</b>

Source: *Respondent's Field Data, 2010*

The study revealed that holiday teaching helped teachers to get extra money as noted by 13 (68.4%). This is because most teachers depended on salary and yet this was not sufficient to cater for their needs. Therefore teaching in holidays meant that students paid an extra fee that was specifically for teachers who taught during holidays.



The study also revealed that holiday teaching led to good performance as indicated by 4 (21%). This was important to teachers because teachers were rewarded by some schools and this also attracted students to join such schools thereby leading to increased salaries and allowances to teachers especially in private schools.

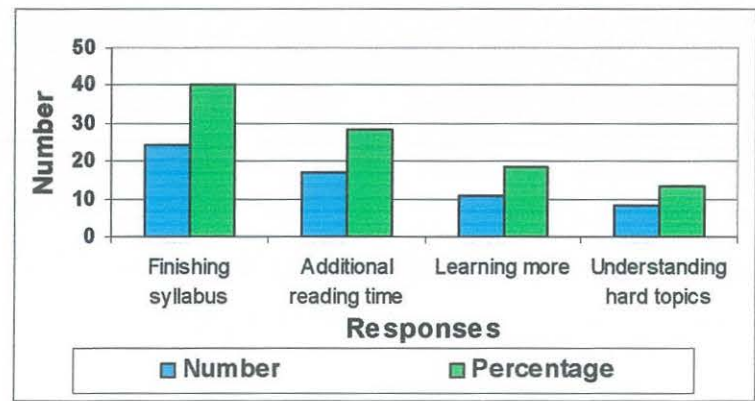
Increased research was also reported as indicated by 1 (5.3%). It was urged that as a result of increased holiday teaching, teachers continuously carried out research in order to improve on their teaching capacity as well as updating their teaching materials. This led to quality education in such schools hence leading to better performance.

It was further established that holiday teaching led to more time for explanation as shown by 1 (5.3%). This was because many teachers had wide subjects that could not be completed in the limited time of the terms because there were various activities carried out during school programmes including co-curricular activities like games and sports, seminars, conferences and workshops that took a lot of teacher's and student's time.

### 4.3.2 Importance of holiday teaching on performance

Given the benefits of holiday teaching to teachers, further efforts were made to assess the importance of holiday teaching on performance and the following as indicated in the graph below were documented.

**Figure III: A Bar Graph showing Impact of holiday teaching on performance**



Source: *Respondent's Field Data, 2010*



From the above graph, finishing the syllabus was the major importance of holiday teaching to performance and this accounted for 24 (40%). Finishing the syllabus helps students to perform well because they can not be outspotted because of having a wide knowledge and ideas.

Holiday teaching also acted as additional time to read as portrayed by 17 (28.3%). It was pointed out that some students were reluctant during holidays while they are at home and this affected their academic concentration thereby leading to poor performance. Therefore keeping at school during holidays helped them to read hard and improve on their performance.

Students also learnt more as shown by 11 (18.3%). It was emphasized that during holidays, students learnt more. This is because teachers would give them hints regarding question approaches and also use more relevant examples due to sufficient time than while in class during normal lessons.

The study also revealed that holiday teaching promoted understanding of hard topics as evidenced by 8 (13.3%).

#### **4.3.3 Reasons why parents do not benefit from holiday teaching**

Given the reasons why parents do not benefit from holiday teaching, further efforts were made to find out why parents are not benefiting from holiday teaching and the following were indicated in the table below.

**Table IV: Reasons why parents do not benefit from holiday teaching**

<b>Reasons why parents do not benefit from holiday teaching</b>	<b>Frequencies</b>	<b>Percentage</b>
Poverty increases	6	31.6
Limited time with children	2	10.5
Limited parental guidance	6	31.6
Inadequate labour	5	26.3
<b>Total</b>	<b>19</b>	<b>100</b>

Source: *Respondent's Field Data, 2010*

From the table above poverty increase was one of the serious reasons why parents are not benefiting accounting to 6 (31.6%). The increase of poverty is because that whatever parents get as their income directly goes for this holiday programme instead of venturing in other things that would generate more income. Most parents revealed that these holidays were expensive not only that, in some schools they were even expensive than the actual fee they paid for the normal programme.

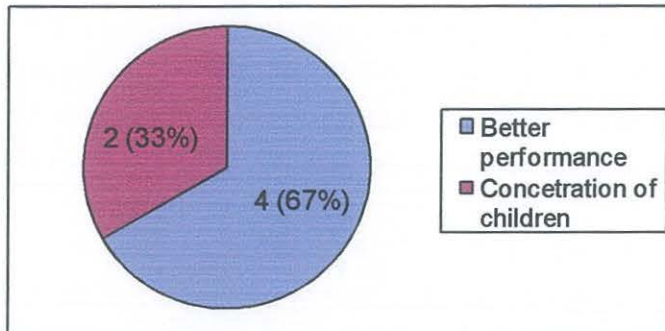
Limited parental guidance also accounted 6 (31.6%). Parents shown concern about holiday teaching that this would be the time they would interact with their children in different disciplines for instance culture, social among others. Furthermore there were complaints that their children ended up acquiring characters that were not understandable. This also led to immorality and as a result unseriousness by teachers in the schools where these holidays were conducted and children end up in all sorts of immoral acts like sex, smoking, talking drugs among others.

The study also revealed inadequate labor evidenced by 5 (26.3%). Parents showed concern that they do not benefit from the holiday because their children instead of providing labor at home that would generate income for school fees they instead want extra fee for holidays programme, which has become impossible to many parents. Further investigations were made and revealed that parents have limited time with their children; this was evidenced by 2 (10.5%). Most parents said this stresses them most as well as their children which may intervene with their studies physiologically.

#### **4.3.4 Ways in which parents benefit from holiday teaching**

Further efforts were made to find out how parents benefit from holiday teaching and the following were reported as indicated in the pie chart below.

**Figure IV: A Pie Chart showing Ways in which parents benefit from holiday teaching**



Source: *Respondent's Field Data, 2010*

From above pie chart, better performance evidenced by 4 (67%). Performing better helps students to get promoted from class to class later to higher institutions.

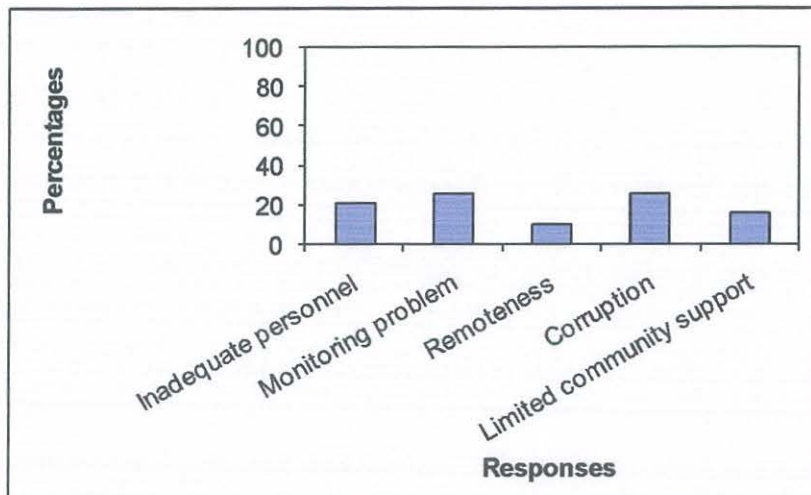
The study went ahead and revealed that there were concentration of children during the holidays while studying and this was evidenced by 2 (33%). It was emphasized during holidays; children concentrate more which is not so as when they are at home where they do not concentrate due to doing of other activities assigned to them by their parents.

#### **4.4 Challenges associated with holiday teaching**

##### **4.4.1 Challenges faced in implementing government policy on holiday teaching**

The study also tried to document the challenges faced in implementing the holiday teaching policies as shown in the graph below.

Figure V: A Bar Graph showing Challenges faced in implementing the holiday teaching policies



Source: *Respondent's Field Data, 2010*

From the graph above, corruption was the major challenge and it accounted 5 (35%). Corruption is rampant in many offices concerned. This through charging higher or extra funds in some schools that do not qualify to carry out holiday programmes.

The study also documented inadequate personnel which are evidenced by 4 (25%). This was revealed as a big challenge, this is as a result poor planning by the concerned authorities or the implementers of the policies.

It was further established that, there is monitoring problem accounting 5 (36%). This is because after implementing the policy there is a problem of not following up to monitor what has been implemented.

The study also revealed that there is limited community support, this was evidenced by 3 (15.8%). The community has less support to the policies implemented by the concerned authorities, so being a challenge to holiday teaching policies.

Remoteness was also identified by 2 (10.5%). This was revealed as a challenge in that most schools are in remote areas and monitoring these schools is not possible due to limited facilities to monitor the set policies.

#### 4.4.2 Challenges faced by teachers, students and parents due to holiday teaching

The study documented the challenges faced due to holiday teaching in different characters that's teachers, students and parents as shown in the table below

**Table V: Challenges faced by teachers, students and parents due to holiday teaching**

<b>Teachers</b>	<b>Frequencies</b>	<b>Percentage</b>
Unethical conduct	4	36.4
Confusion	1	9.1
No rest	6	54.5
<b>Total</b>	<b>11</b>	<b>100</b>
<b>Students</b>	<b>Frequencies</b>	<b>Percentage</b>
Repetition work	4	28.6
No rest	6	42.9
Missing important ideas	3	21.4
Work overload	1	7.1
<b>Total</b>	<b>14</b>	<b>100</b>
<b>Parents</b>	<b>Frequencies</b>	<b>Percentage</b>
Expensive	4	36.4
Conflict between teachers and parents	1	9.1
Increased poverty	6	54.5
<b>Total</b>	<b>11</b>	<b>100</b>

Source: *Respondent's Field Data, 2010*

##### 4.4.2.1 Teachers

As indicated in the table above, the research found out that there is a challenge of unethical conduct during holiday teaching, this was revealed by 4 (36.4%). This is due to limited supervision by both government official and directors in private schools.

The study also revealed confusion as another challenge due to holiday teaching noted by 1 (9.1%). This was said to be as a result, teachers found of teaching in many different schools to get more money in these schools, in which most teachers aimed at getting big wages/leaving students to lose.

Having no time for resting was another biggest challenge noted by 6 (54.5%) Teachers over work themselves and as a result end up not serving efficiently leading students losing their time to rest as well as teachers during holidays. This is caused by increased allowances and salaries most especially in private schools.

#### **4.4.2.2 Students**

The study revealed that there is repetition of work noted by 4 (28.6%) as indicated in the table above which most students said its boring and makes them lose courage due to continuous repeating the same work in class.

Still as shown in the table above, there is no time for resting their minds and it was noted by 6 (42.9%). This was found to be a big challenge to many students and as a result they end up disturbing either their teachers or fellow students in times of studies.

Missing important ideas was also recorded as indicated by 3 (21.4%). It was realized that most students lose too much about their cultures, tribes, their back ground among other related ideas due to over staying in schools for holiday teaching. This has become the most challenge to most students in today's life ideas are concerned.

Work overlord, the study also documented work overlord by 1 (7.1%). This revealed that students are overloaded with the work by their teachers in which they are aiming at finishing the syllabus to some extent this has tempered with the performance of some students due work overlord.

#### 4.4.2.3 Parents

The study also revealed the increase of poverty by 6 (54.5%). This has become a challenge due to continuous holiday teachings because parents continue paying from January to December as a result increase of poverty.

Expensiveness of the holiday teaching was also identified as shown by 4 (36.7%). Like already noted this has become a challenge to many parents whether to leave their children to remain home when others are at school or pay expensively for these holidays which is easy for the few parents.

The study also identified conflicts between teachers and parents as shown by 1 (9.1%). Like already noted that these holidays are expensive when some parents fail to send children for holidays, they develop quarrels with teachers and end up in conflicts which has become a challenge to both parents and teachers.

### 4.5 Measures to mitigate challenges associated with Holiday Teaching

#### 4.5.1 Measures to harmonize the tensions and in order to facilitate education programmes in Uganda

The study went ahead to look at measures to harmonize the tensions and in order facilitate education programmes in Uganda as shown in the table below.

**Table VI: Measures to harmonize the tensions and in order to facilitate education programmes in Uganda**

Measures to harmonize the tensions and in order to facilitate education programmes in Uganda	Frequencies	Percentage
Instructional materials	5	31.25
Infrastructural development	5	31.25
Refresher courses	3	18.75
Routine monitoring	2	12.5
Periodic audits	1	6.25
<b>Total</b>	<b>16</b>	<b>100</b>

Source: Respondent's Field Data, 2010

The study revealed that infrastructural development was one of the measures to harmonize tension and facilitate educational programmes in Uganda as portrayed by 5 (31.25%) in the table above. This would be through construction standard schools in rural areas like in urban areas and provide them with enough instructional materials in both laboratories and classes. This one may reduce on the delays in completing the syllabuses in time.

The study also identified instructional materials shown in the table by 5 (31.25%). These materials should be provided by the government in rural school because most schools lack them which has retarded the standards of Uganda's education since its looking at prioritizing sciences.

The study also revealed routine monitoring identified by 2 (12.5%). This would help in trapping teachers who dodge classes in government schools where it has become a very big challenge to the government.

Refresher courses were established as shown in the table by 3 (18.75%). By identifying refresher courses is to make sure some teachers should always go for these courses after years in order to keep updated which are not common in the education system of Uganda to day.



## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

Given the findings documented in the previous chapter, the initiative in this chapter is based on chapter two to develop analytical conclusions and advance policy recommendations necessary for various stakeholders, researchers and academicians who may in future base on this study to adopt mechanisms against the challenges exposed in these findings. Therefore, the chapter begins by drawing logical conclusions based on empirical evidence already pointed out and thereafter advances the recommendations.

#### **5.1 Conclusions**

On evaluating the factors behind holiday teaching, the study concluded that various factors were responsible for holiday teaching. However, the most prominent factors were need for more money and covering the syllabus. Despite the need for holiday teaching, it was emphasized that parents did not benefit from holiday teaching because of various reasons in which increase in poverty and limited time to give their children were commonly identified.

Regarding the challenges faced due to holiday teaching, several challenges were faced in implementing holiday teaching in which monitoring and corruption were rated high. Like the government, teachers, parents and students faced challenges due to holiday teaching. For teachers, the great challenge was no rest, parents faced increased poverty while students faced a great challenge of limited time to rest after their hectic time of normal lessons.

On investigating about measures to the challenges, it was realized that several measures were adopted to harmonize the tensions in order to facilitate education programme, whereby, provision of instructional materials and infrastructural development were taken serious by the government.

## 5.2 Recommendations

Several recommendations were reached in this section basing on the findings and given the conclusions in the previous section and these include the following.

- The study greatly recommended the need for law enforcement. This is because the existing law about holiday teaching thou in place did not achieve a lot. This can therefore be achieved through increased corporation of teachers, parents and students as well.
- Sensitization should also be greatly carried out to ensure that, parents, students and teachers are greatly aware of the consequences of holiday teaching. This will help in the fight against holiday teaching thereby promoting government policies in secondary schools.
- Constant monitoring should also be ensured. This is because; many schools especially in the rural vicinity continuously carry out holiday teaching. This is because implementers of government policies are reluctant to reach rural areas due to poor roads. This can therefore be achieved by involving community members in the monitoring exercise so as to enable them report to the responsible authority any case of holiday teaching identified in such schools.
- There is need for the government to increase teacher's salaries. This is because, need for money was identified as the greatest reason as to why teachers conducted holiday teaching. Therefore increasing their salaries will reduce their lust for money hence reducing holiday teaching.
- Students should not be charged for holiday teaching and schools should be the ones to pay teachers for that extra load. This is because holiday teaching was reported to be expensive to parents given the increased poverty levels in rural area alongside parent's preparation for the next term's school fees.
- There is need for other researchers to carry out further researches especially in rural areas so as to draw more significant examples based on rural setting. This will help policy makers to adopt more realistic mechanisms of curbing down the vice of holiday teaching. It will also add to the existing body of knowledge hence providing more comprehensive information for display.

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## APPENDIX 1

### INTERVIEW SCHEDULE FOR STUDENTS

Dear respondent,

You are kindly requested to assist the research with the relevant information in a study on the effectiveness of holiday teaching programs in secondary schools. This study is carried as a partial fulfillment of the requirements for the award of a Bachelor of Secondary Education of Kampala International University. Your contribution, opinions and experience will be highly appreciated.

Thanks for your cooperation.

1. Sex.....
2. Age.....
3. Marital status.....
4. Level of education.....
5. What is your Religion?
6. Which Class are you in?
7. Whom do you stay with?
8. Are you in boarding school?
9. If you are in day, how far is your school from home?
10. Do you really need holiday teaching?
11. What do you think is the use of holiday teaching?
12. In your view, does holiday teaching help to improve on your performance?
13. How does holiday teaching affect you?
14. What are the problems you face due to holiday teaching in accordance with your performance?
15. What are the different solutions to these problems?

**Thank you very much for you time**

## APPENDIX II

### SELF ADMINISTERED QUESTIONNAIRES FOR TEACHERS

Dear respondent,

You are kindly requested to assist the research with the relevant information in a study on the effectiveness of holiday teaching programs in secondary schools. This study is carried as a partial fulfillment of the requirements for the award of a Bachelor of Secondary Education of Kampala International University. Your contribution, opinions and experience will be highly appreciated.

Thanks for your cooperation.

#### Instructions

For close ended questions, please tick in the appropriate box and structured questions answers are to be written in the spaces provided

#### SECTION A: BIOGRAPHICAL DATA

1. Name .....

2. Sex

a) Male ☐

b) Female ☐

3. Age

a) 18-25 ☐

b) 26-35 ☐

c) 36-45 ☐

d) 46-55 ☐

e) Above 55 ☐

4. Marital status

a) Single ☐

b) Married ☐

☐

- c) Divorced
- d) Widow ☐
- e) Other ☐

**5. Level of education**

- a) Grade V ☐
- b) Grade III ☐
- c) Tertiary ☐
- d) University ☐
- e) Other ☐

**6. Religion**

- a. Catholic ☐
- b. Protestant ☐
- c. Moslem ☐
- d. Others please specify ☐

**Section B: Factors behind holiday teaching**

7. What are the factors that cause holiday teaching??

.....  
 .....

**SECTION C: Effects of holiday teaching**

8. How do the teachers benefit from holiday teaching?

.....  
 .....

9. Do you think teaching in holidays has helped to improve of the students performance?

- a) Yes ☐
- b) No ☐

Please explain your answer

.....  
.....

10. Do you think parents benefit from this holiday teaching?

c) Yes ☐

d) No ☐

Please explain your answer

.....

#### **Section D: Challenges faced due to holiday teaching**

11. What are the challenges faced due to holiday teaching?

a) Students

.....  
.....

b) Teachers

.....  
.....

c) Parents

.....

#### **SECTION E: Measures to the challenges**

12. Suggest the possible measures that can be put in place to solve and harmonize this tension of holiday teaching.

.....  
.....

**Thank you very much for you time**

### APPENDIX III

#### INTERVIEW GUIDE FOR PARENTS

Dear respondent,

You are kindly requested to assist the research with the relevant information in a study on the effectiveness of holiday teaching programs in secondary schools. This study is carried as a partial fulfillment of the requirements for the award of a Bachelor of Secondary Education of Kampala International University. Your contribution, opinions and experience will be highly appreciated.

Thanks for your cooperation.

1. Sex.....
2. Age.....
3. Marital status.....
4. Level of education.....
5. What is your Religion?
6. What are the factors that cause teachers to be involved in holiday teaching?
7. What are the effects of holiday teaching to the parents?
8. Explain the challenge faced in implementing the holiday teaching policies
9. What are the measures put in place to solve the challenges?
10. What are the strategies that have been put in place to harmonize this tension in order to facilitate educational programs in Uganda?



## APPENDIX IV

### INTERVIEW SCHEDULE FOR GOVERNMENT OFFICIALS

Dear respondent,

You are kindly requested to assist the research with the relevant information in a study on the effectiveness of holiday teaching programs in secondary schools. This study is carried as a partial fulfillment of the requirements for the award of a Bachelor of Secondary Education of Kampala International University. Your contribution, opinions and experience will be highly appreciated.

Thanks for your cooperation.

16. Sex.....
17. Age.....
18. Marital status.....
19. Level of education.....
20. What is your Religion?
21. What are the factors or reasons behind holiday teaching?
22. Do you think teaching in holidays has helped to improve of the students?
23. Do you think parents benefit from this holiday teaching?
24. How do the teachers benefit from holiday teaching?
25. What are the challenges faced due to holiday teaching?
26. Suggest the possible measures that can be put in place to solve and harmonize this tension of holiday teaching and facilitate educational programs in Uganda.

## APPENDIX V

### TIME FRAME/WORK PLAN

TIME FRAME FOR RESEARCH REPORT	
DURATION	ACTIVITY
Two weeks	Proposal
Four weeks	Data collection
Three weeks	Data editing and coding
Three weeks	Data analysis and presentation
Two weeks	Report writing and compiling
FIFTEEN WEEKS	TOTAL TIME PERIOD