

Government Funding and Resources Availability in the Delivery of Primary Education in Uganda

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Abstract: *This study focused on the relationship between government funding and the resource availability in the delivery of primary education in Uganda. The focus was on one of the upcountry districts of Mubende in Uganda which is among the many with grappling challenges in making up first grades at the Primary Leaving Examination level. The specific objectives were; (1) to determine the relationship between government funding and the availability of teachers, teaching and learning; (2) to ascertain the relationship between government funding and pupil accessibility to UPE schools; and (3) to examine the relationship between government funding and the availability of physical facilities in UPE schools. The sample comprised 102 stakeholders from ten (10) UPE schools who were selected from the district using simple random sampling. Results reveal that despite the national will and subvention that government continues to provide to schools at this level, there are still significant challenges with the availability of quality teachers, teaching and learning ($r = .828, p < 0.0001$), accessibility ($r = .398, p < 0.0001$) and the overall physical facilities in place are lacking and insignificant ($r = .134, p > .180$). It was concluded by a reminder that since the education is the yardstick that measures the achievements and aspirations of the nation, there is urgent need for government to not only significantly increase the funds allocated to UPE, but also provide it in a timely and continuous manner to enable education be offered with quality. It was finally observed that all stakeholders have a duty to ensure accessibility by all pupils who are beneficiaries at this level by playing their roles as parents and support the schools to ensure an attractive and/or conducive learning environment.*

Keywords: Government funding, primary education, performance, education, learning

1. Introduction

Universal Primary Education was launched in Uganda in January 1997 (Ministry of Education, UPE government handbook, 1998). This was after President Museveni in his 1996 election manifesto, pledged to provide free primary education to four children per family. This actually turned out to be 'education for all' given that there was real thirst for education by many pupils including adults. In fact schools enrolled whoever reported, regardless of age, sex, the number of children from the same family or the grade the new pupils wanted to join.

The main goal of introducing UPE was to provide the minimum necessary facilities and/or resources to enable Ugandan children of school-going age (6-12yrs) to enter, remain in school and successfully complete the primary cycle of education (Guidelines on Policy, Roles and Responsibilities of stakeholders in the Implementation of Universal Primary Education, MOE, 9th to 10th September, 1998).

The main purpose of government funding in the enhancement of the Universal Primary Education is to pay school fees and tuition, pay the primary school teachers, construct classrooms, and providing the learning materials. While parents are responsible for providing lunch, exercise books and uniforms, children whose parents fail to pay for uniforms and lunch were not to be denied attendance to classes (Education Today Newsletter, July-September, 2003).

Despite the various challenges encountered, the programme has continued to survive and it is now more than twenty years since its implementation. The low income earners who are categorized as poor cannot even afford the basics of what was obviously assumed that they could contribute such as packed food. Therefore, even in its present form, those parents who could not afford education for their children are believed to have greatly benefited from the programme.

As the quest for more schools in the newly created districts by government increase, the government funding has remained insignificant. On the other hand, the goodwill of government continues to increase the current challenges notwithstanding. The study here therefore is intended to; (1) determine the relationship between government funding and the availability of teachers, teaching and learning; (2) ascertain the relationship between government funding and pupil accessibility to UPE schools; and (3) examine the relationship between government funding and the availability of physical facilities in UPE schools.

Namaganda (2005), in her study on financial management and accountability of UPE funds, noted that the UPE programme was a positive development in the Ugandan education system and a positive contributor to development. She observed the need for government to improve on various aspects which included funding, expansion of physical facilities, scholastic materials and ensuring continuous management audit. These would enhance the success of the programme. Her study identified the insufficient funds and resources as a major hindrance to the success of the programme. The current study intends to

further explore the relationship between funding and resource availability.

This is because despite government commitment towards achieving the objectives of the UPE programme, there is continued outcry from various stakeholders regarding the irregularities with funding thus inefficient availability of the resources to enhance the successful programme implementation. The stakeholders' complaints regarding the insufficient resources of Mubende District in particular and Uganda in general, include the following;

A Local Councillor in Kitemba -Mubende District expressed his disappointment in amazement, when he said: "How can a P7 graduate teach P7 pupils and they pass? We cannot have first grades in our schools...." (Akim Okuni-www.norrag.org/db-read-article).

In the audit reports for financial years 2005/2006 and 2006/2007 of Mubende district, various challenges were outlined amongst which were; (1) late disbursement of UPE funds to the district; (2) Inadequate UPE funds sent to the districts; and (3) No adjustments are made in the UPE annual budgets to cater for inflation in the economy. The table below shows some government expenditure on UPE schools under both capitation and schools facilitation grant which has remained insignificant up to the present time.

Table 1: UPE capitation shared by all districts in Uganda

Financial year	UPE capitation in billions of UGX	SFG
1997	14.3	---
1998	26.2	---
1999	31.6	18,632,000,000
2000	38.4	33,970,000,000
2001	38.9	48,304,000,000
2002	41.8	53,540,000,000
2003	40.3	58,348,000,000
2004	56.4	86,503,000,000
2005	55.9	85,961,000,000
2006	54.4	84,081,000,000
2007	51.7	84,451,000,000
2008	51.7	78,245,000,000
2009	52.0	78,258,000,000
2010	52.2	79,312,000,000
2011	52.8	79,528,000,000
2012	53.1	80,238,000,000
2013	53.5	80,312,000,000
2014	54.0	80,539,000,000
2015	54.8	82,631,000,000

Source: MOES Statistics and ESSP 2015

2. Literature Review

Literature on the Universal Primary Education and the general performance of both the pupil and the facilities especially in the rural area is not new in Uganda and beyond. According to Gedikoğlu (2005), deficiencies in Turkish education system, especially in rural areas, are financial difficulties, shortage of teachers, and lack of school buildings, laboratory equipments, computers, and libraries. The regional infrastructures of education system eliminate

equal opportunity in education (Adaman & Keyder, 2006; Gedikoğlu 2005).

Mayer et al., (2000) adds that the delivery of quality primary education depends on qualitative variables such as characteristics of schools, teachers and classrooms, as well as quantitative variables such as achievement scores. The Working Committee of European Report of May 2000 identified sixteen indicators for school quality (European Report, 2000). The commission's indicators were used as criteria for determining school quality indicators in this study. Teacher qualifications, curriculum implementation, school climate, parental involvement, availability of educational technology and instructional materials were acknowledged as important indicators of school quality. Educators, researchers, and the public believe that there are some differences between rural and urban education quality. Namely, the education in smaller and rural schools was found to be less qualified and less effective than the education in larger urban or suburban schools (Young & Fisher, 1996).

In fact Fredriksson (2004) asserts that to create quality education it is necessary to establish a good practice and to meet demands at all levels (the classroom, the school/institution and the educational system in which classrooms and schools/institutions exist). In the principles of teaching, one can only establish good teaching in the classroom if schools and the educational system as a whole are functioning properly. Even if individual teachers are able to establish good classroom practice in spite of badly functioning schools/institutions and non-supportive educational authorities, this can only last for short periods. In Uganda, professional teachers at this primary level try to do their best despite the poor remuneration from government.

Besides, Mayer et al., (2000) reported that the school quality is relatively high if teachers have high academic skills, teach in the field they are trained, have at least several years of teaching experience, and participate in professional development programs. Educators agree that experienced teachers and teachers getting high quality professional development increase student achievement. Teachers with strong academic skills are very successful to teach students (Ballou 1996). Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, refinement, pleasant manners, industry, enthusiasm, drive, initiative, open mindedness etc, are some of the essential traits of an ideal teacher. External appearance has a psychological effect upon the students. By attractive appearance, they can easily win the love and affection of their pupils and can command respect. They should be frank, tolerant, kind, fair and straightforward so that they can stimulate learning. A good teacher should possess the following personality traits, personal and social values;

Table 2: Personality traits, personal values and social values of a quality teacher

No.	Personality traits	Personal values	Social values
1.	Self confidence and self respect	Love	Discipline
2.	Excellent appearance	Dialogue	Respect for elders
3.	Healthy and energetic	Brotherhood	Faithfulness
4.	Good intellect	Forgiveness	Responsibility
4.	High character	Repentance	Dedication
5.	Sense of humor	Sharing	Devotion
6.	Optimistic	Service	Sense of competition
7.	Democratic	Team spirit	Knowledge
8.	Fair and just	Dutiful	Fortitude
9.	Sympathy and empathy	Patience	Punctuality
10.	Punctuality	Thrift	Ambition
11.	Enthusiasm	Courtesy	Confidence
12.	Industriousness	Magnanimity	Cleanliness
13.	Sociability	Loyalty	Good manners
14.	Dependability	Responsibility	Creativity
15.	Reliability	Accountability	Patience
16.	Charismatic	Hospitality	Positive approach
17.	Lead by example	Determination	Innovative

Many researchers suggest that school climate have an effect on school effectiveness; hence, teaching process, learning process, and educational outcomes are affected by school climate (Cohen, 2006; Creemers & Reezigt, 1999). Students' learning and performance depend mainly on the sort of school climate of their school. Many research indicated that the students in schools having a well school climate are more successful than those in schools having a poor school climate (Bulach & Malone, 1994). Therefore, recognizing the factors that facilitate a well school climate is very important to understand the school effectiveness.

3. Methodology

A descriptive survey design was adopted to establish the relationship between government funding and the resource availability in the delivery of primary education in Uganda. This design was thought to be the most appropriate in bringing out the respondents' perception on the issues of government funding as reflected by the quality of the teachers, teaching and learning, accessibility by the children and the physical facilities in place. This was regressed against the dependent variable which was derived from secondary data on government funding since 1999 to 2015. From the ten schools selected from the district, 102 respondents were issued with questionnaires. From each school the head teacher was a key respondent. From the school management committees (SMC), parents and teachers association (PTA) and the community leaders (opinion leaders, one member was selected in each case. Three parents and three teachers from each school were also among the respondents as shown in the table below;

Table 3: Sample size

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A Teacher	42	41.2	41.2	41.2
A Parent	27	26.5	26.5	67.6
A Member of school management or parents committee	21	20.6	20.6	88.2
A Head teacher	9	8.8	8.8	97.1
A Community leader	3	2.9	2.9	100.0
Total	102	100.0	100.0	

Interviews were also used by the researcher to obtain information which was not covered by the questionnaires.

4. Data Analysis

The collected data was edited, coded and reviewed in order to have the required quality, accuracy, consistence and completeness. The computer software for statistical analysis used was Statistical Package for Social Scientists (SPSS version 20). In order to determine the effect of Government funding on the quality of education, UPE government funding secondary data for the different years was used as the dependent variable and from the questionnaire, primary data was used to collect information for the independent variables that included quality of teachers, teaching and learning, accessibility and quality of physical facilities. First, descriptive statistics were analyzed.

A. Government funding and the availability of teachers, teaching and learning

On the availability of teachers, teaching and learning, respondents were asked to indicate the extent to which they perceive that teachers do their work as stipulated using a Likert scale rating from (5 = Strongly Agree to 1 = Strongly disagree). The summary results of the descriptive statistics are indicated in the table below shows disagreement with the professional expectation from the teachers;

Table 4: Performance of P.7 pupils in the 10 schools

10 Schools	2008	2009	2010	2011	2012	2013	2014	2015
Grade 1	21	24	20	19	21	23	24	22
Grade 2	85	84	92	103	110	119	115	128
Grade 3	134	143	145	155	162	171	160	183
Others	355	289	302	340	389	420	599	602
Total	204	540	559	617	682	733	898	935

Source: MOE archive (accessed 2016)

Table 4 shows that all the ten schools with an average pupils ranging between 35 and 40 in primary seven did not perform well. The good passes with grade 1 were rather low in all the schools. The majority of the pupils end up in the ungraded group which indicates complete failure. It is for example noted that from 2008 alone to 2015, the performance trend has been regressing. For example in 2014 out of 2,927 students who sat for Primary Leaving Examination (PLE) in Mubende district, only 167 passed in Division One (Isaac, 2015).

Table 5: Availability of teachers, teaching and learning

No.	Items	Response		
		A& SA	U	D & SD
		%	%	%
1	Teachers are always punctual at work	24	8	69
2	Teachers updates lessons plans regularly	16.7	4.9	78.4
3	Most teachers make schemes of work at beginning of each term	11.8	8.8	79.4
4	The teachers assist school administration to solve problems	16.7	12.7	70.6
5	Teachers takes part in administrative activities	22.5	5.9	71.6
6	Teachers participates in co-curricular activities	11.8	11.8	76.5
7	Makes strategies to improve performance	2.9	0	97.1
8	Always corrects pupils' exercises	5.9	0	94.1
9	Finds time to help pupils revise work	16.8	4.9	78.3
10	Helps pupils solve their problems	6.7	0	93.3
11	Always assigns work to pupils	21.4	6.9	71.7
12	Gives professional assistance to pupils	9.7	1.9	88.3
13	Ensures that pupils get better grades	7.8	0	92.2
14	Sacrifices time to complete syllabus with pupils	2	0	98
15	The school has enough library text books	73.5	8.8	17.6
16	The school has enough teaching/learning materials	2.9	0	97.1
17	The ratio of teacher to pupils is high	11.7	20.6	67.7
18	The teachers are adequately remunerated	58.8	5.9	35.3
19	Most of the teachers in the school are qualified	11.8	0	88.2

SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree

As seen from table 5, the respondents were asked to report the degree to which they agree with the statements concerning the sufficiency of teachers in terms of numbers, whether funding provided by government is adequate for school needs; whether there are enough buildings to accommodate the school offices, classrooms etc; whether books for all subjects and all classes are available; whether meals for all children and teachers are available and the like. From same table, 97.1% of the respondents indicate that most of the schools in Mubende district lack enough teaching and learning materials. It is also indicated that 67.7% of the respondents reported low ratio of teacher to pupil. Therefore, government has to significantly increase funding and bring this foundation level of education back on track. For instance the table shows that most of the schools do not have enough teaching/learning materials, which means that the type of education provided in the UPE schools in Mubende district is low quality. This explains why the performance in UNEB from 2004 has been poor as indicated in the table below;

Testing the relationship between government funding and the availability of teachers, teaching and learning

Having analyzed the descriptive statistics above which indicate that there is insufficiency in terms of quality teachers, teaching and learning, the study was interested in finding out the relationship between government funding, quality teachers, teaching and learning. The results of the correlation analysis are indicated in the table 4 below:

Table 6: Funding and availability of teachers, teaching and learning

		Government funding	Availability of teachers, teaching and learning
Adequate funding	Pearson Correlation Sig. (2-tailed) N	1 102	.828* .000 102
Quality of teaching/ Availability of teachers, teaching and learning	Pearson Correlation Sig. (2-tailed) N	.828** .000 102	1 103

**Correlation is significant at the 0.01 level (2-tailed)

The results in table 6 reveal that there is a positive and significant relationship between government funding and the availability of teachers, teaching and learning [$r(102) = .828, p < 0.01$]. This means that the more funds are budgeted and allocated to UPE schools, the better the quality of teachers, teaching and learning pupils. Therefore funds have a significant bearing on the quality of teachers that are attracted and the teaching and learning that takes place in a school.

B. Government funding and accessibility to education by the pupils

This one was also first analyzed using descriptive statistics from some of the items in the questionnaire. As indicated by the salient items in the table 5 below, there was a general agreement that children irregularly attend school (73.5%). Similarly, the parents have not appreciated the value of schooling and encouraging their children to go to school (97.1%) in such districts which means that accessibility to education is still a challenge. When the respondents were asked concerning the proximity of the school from home, 67.7% disagreed which means that the pupils cannot easily cover the distance from to school on a daily basis. There is therefore need for government to open up new schools in the different locations of the district to enable accessibility to this very critical and vital service in the general nation building and development.

Table 7: Accessibility to education by pupils

No.	Variable	Response		
		A & SA	U	D & SD
		%	%	%
1	Children irregularly attend school	73.5	8.8	17.6
2	Parents value schooling and encourage their children to go to school	2.9	0.00	97.1
3	Distance from home to the school can easily be covered by the pupils	11.7	20.6	67.7

SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree

Natukunda (2007) reported that for every 100 children who enrolled in primary one in 1997, only 39% reached primary five. Uganda's primary school dropout rate increased from annual average of 4.7% in 2002 to 6.1% in 2005. Between 2000 and 2003 there was a decline in the dropout rate from

5.0% to 4.7%. However, it shot up again to 6.1% in subsequent years. Consequently the number of children who dropped out of school rose from 56% in 2000 to 63% in 2003. It was also stated that 46% of children drop out of school due to lack of interest. It is a foregone conclusion that the environment of UPE is not attractive enough to retain the children who join school. It can therefore be asserted that as long as children's rights to food, medical care, etc, are clearly promoted, they will keep dropping out of schools. So the business of the right to education remains unfinished in Uganda.

Schools need a lot of resources if their environment is to be attractive to pupils. The resources include school shuttle or bus among others. Government began funding UPE schools in 1999 and since then government has been spending less than one hundred billion shillings to enable every child in the country access education. In Uganda about 90% of children enter UPE schools. However, many of those who join drop out of school. For instance in the first year of UPE (1997), 2,159,850 children (or 41%) abandoned school. The drop out phenomenon has continued with little letting up. The Ministry of Education found the following to be the main causes of school dropout:

Table 8: Reasons for dropping out of school in the district

Reason	Explanation from the respondents
Family responsibility	Some children are asked to help their parents in gardens or look after cattle and so on.
The pretence to be sick	Most of the parents encourage their children to stay at home even when they are not sick as such.
Poverty and the need for money at an early age	Some children are encouraged to go and sell mangoes, oranges and other foodstuffs by the roadside.
Employment	Parents reported that without jobs they cannot afford to buy uniform or even pay for porridge at school as required
School fees	Some schools were reported to demand for at least 20,000/= from each pupil as registration fee.
Pregnancy	Some parents reported early pregnancy and marriage as a major factor affecting accessibility.
Dismissal	Many pupils are dismissed and stopped from schooling due anti-social behaviour and early pregnancy.
Other factors [e.g. lack of meals]	Many schools decided not to offer any meals at school
Delinquent behaviour	Some pupils were reported to be engaged in betting and drug abuse.
Lack of role models as products of UPE to emulate	Most of parents are pessimistic and take UPE as a political propaganda for vote attraction only.

Source: Primary data

Table 8 above shows that government has to work with the community and other stakeholders to ensure that children are not only in school but when go to these schools, they have the support and encouragement of all those who have a stake in this important basic human need.

Testing the relationship between government funding and accessibility to UPE by pupils

Having analyzed the descriptive statistics, it was important to determine the relationship between government funding and accessibility to UPE by pupils. Results revealed that there is a significant and positive relationship between funding and accessibility [$r = .398$, $p < 0.0001$]. This confirms the above descriptive statistics and implies that the more funding government provides, the more the pupils will be attracted to schools and the more encouragement and trust the parents will have in the UPE schools available. Put another way, the more the schools are built with facilities, qualified teachers and in an attractive location, the easier it will be for parents and pupils to access them. This analysis is based on table 9 below. It should be noted that people are most likely to stay in school until they complete and sit for their Primary Leaving Examinations.

Table 9: Government funding and accessibility to education

Correlations			
		Accessibility	Funding
Accessibility	Pearson Correlation	1	.398*
	Sig. (2-tailed)	.	.000
	N	102	102
Funding	Pearson Correlation	.398*	1
	Sig. (2-tailed)	.000	.
	N	102	102

**Correlation is significant at the 0.01 level (2-tailed).

C. Government funding and the quality of physical facilities

The third and last variable analyzed in this paper was the relationship between government funding and availability of physical facilities. It is therefore noted here that schools need a lot of resources if their environment is to be conducive for learning. The resources include school infrastructure like classrooms and toilets or latrines for rural areas, black boards, purified drinking water and the like. Therefore descriptive statistics was again used to first capture the respondents' perception on the quality of physical facilities in the district. The results are indicated in table 10 below.

Table 10: Availability of physical facilities

No.	Variable	Response		
		A & SA %	U %	D & SD %
1	Inadequate sanitation for the needs of the school children, water, toilet, garbage disposal	73.5	8.8	17.6
2	Some lunch is provided to the children	2.9	0.00	97.1
3	The school has adequate games and sports facilities	11.7	20.6	67.7
4	The teachers are adequately accommodated	35.3	5.9	58.8
5.	The school has enough classes to accommodate the pupils	23.5	0.00	76.5

SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree

Table 10 shows that there is inadequate sanitation for the needs of the school children (73.5%). Similarly, most of the respondents disagreed that there is some lunch provided to the children (97.1%). As if that was not enough, it is also revealed from the same table that other facilities like games and sports (67.7%) and classrooms (76.5%) are inadequate. After the above descriptive statistics, the Bivariate correlation also confirmed that there is an insignificant relationship between the current government funding and the available physical facilities [$r = -.134, p > 0.05$]. This implies that the current funding is insufficient for the provision of facilities in UPE schools. Fund provision should ensure that government discourages pupils from learning under tree shades and sitting on stones as chairs.

Table 11: Government funding and availability of physical facilities

Correlations			
		Funding	Performance
Funding	Pearson Correlation	1	.134
	Sig. (2-tailed)	.	.180
	N	102	102
Performance	Pearson Correlation	.134	1
	Sig. (2-tailed)	.180	.
	N	102	102

Analyzing the overall effect of government funding on the three variables

In order to further determine the effect of government funding of the Universal Primary Education on resource availability in the delivery of primary education in Uganda, a multiple regression analysis was performed. The major aim was to ascertain how government funding impacts on the three variables for this research which were: availability of teachers, teaching and learning; accessibility; and availability of physical facilities. The results show that there is a consistent and positive significant influence of government funding on only two of the three (3) variables as summarized in table 8.

Table 12: Regression results of the three (3) variables against government funding as a dependent variable

Variable	Predicted sign	β	t – value	p – value
Intercept	+/-	-1.582	-5.348	0.00
Availability of teachers, teaching and learning	+	.828	14.790	0.00
Accessibility	+	.398	4.343	0.00
Availability of physical facilities	+	.134	1.349	.180

The regression table confirms a significant effect of government funding on resource availability in the delivery of primary education. Therefore funding by government is a strong predictor of resource availability in the delivery of primary education in Uganda. Government funding very strongly influences the availability of teachers, teaching and learning in the primary schools under the UPE arrangement [$\beta = .828, t=14.790, p < 0.01$]. The results of the regression also indicated that there is a positive significant contribution

of funding to the accessibility of education by pupils to UPE schools in the district [$\beta = .398, t = 4.343, p < 0.01$]. This implies that the amount of funds the government releases for UPE determine the extent to which it registers accessibility from the beneficiaries. On the contrary, the regression table coefficients shows, there is no significant contribution of government funding to the availability of physical facilities in UPE schools at present [$\beta = .134, t = 1.349, p > 0.05$]. Put another way, the existing infrastructure in terms of buildings, latrines and teacher houses are insignificant and still wanting. This suggests that without clear infrastructural facilities, the other variables cannot easily be attended to. Therefore, government should start by putting up schools in the real sense of the word and ensure that the infrastructure is in place that can attract quality teachers, teaching and learning. Similarly, a well built school is most likely to attract accessibility. This is where government should focus more so as to make UPE meaningful. The contribution of government funding to the quality of resources was measured by the Adj. R^2 of the model summary which came out as .683 implying that funding alone contributes 68% to the implementation and sustainability of UPE. Other aspects key in the effectiveness and sustainability of UPE that need to be investigated include; the contribution of teacher training colleges, health of condition of both the pupils, staff and the home environment.

5. Discussion

This study provides an insight in the role of funds and its significance in funding UPE. It is realized here that the funds earmarked for UPE is not sufficient. Therefore this resource should not only be increased but also monitored to ensure effective service delivery in this sector. While Namaganda’s (2005) finding stresses the need for financial management and accountability of UPE funds, this study adds that even the funds allocated to UPE at present are insufficient and insignificant compared with the demands of the physical facilities that are required. Therefore, the increase in UPE funding is proportionate to the demands of the physical facilities that are required. It is also noted here that without proper remuneration of teachers, the teaching-learning environment will continue to remain elusive. It has also come out clear in this research that most of the people teaching are perceived not to have qualification to do so. There is need for government to verify documents of those who are in charge of this noble activity. Moreover, UPE was designed to help the poor people massively access education. What has come out of this research however is that there are certain challenges that have made this accessibility elusive. Most of the parents reported that their pupil have got a lot to do to help them at home instead of going to school. Other pupils have got their own personality and environmental challenges that have made them fail to go to school. All these aspects provide challenges to education officers and community service leaders to ensure that there is sanity in as far as accessibility is concerned. Besides, this research provides another important finding that in order to provide quality education, none of these above variables can act in isolation, money alone for example cannot act as a pull factor for pupils to go to school, it needs community to understand the value of education and cooperate. Secondly, the existing infrastructural facilities such as buildings,

teacher houses, latrines are not enough and therefore insignificant given the money allocated to UPE yet funding UPE contributes more than 68% to quality education provision. This means that government is in the right direction. However, what is lacking is providing a significant budget to this requirement. That aside, government should ensure that the qualified teachers go back to class by providing a minimum attractive package to them that can enhance teacher retention and effectiveness.

6. Conclusion

In conclusion, since education is the yardstick that measures the achievements and aspirations of the nation, there is urgent need to significantly not only increase the funds, but also provide timely and continuous funding at this base-level of education. In the same vein, all stakeholders have to ensure that accessibility by the pupils is realized. The function of education is not only to prevent dogma from accumulating, but the refusal to believe on the basis of hope. Therefore there is need for a paradigm shift for government to ensure that education that is given at the primary level is meaningful, realistic and relevant to the needs of the community and this can only be done by providing sufficient funding so that quality resources are dispensed towards this noble cause. Quality in the product is impossible without quality in the process and if you cannot measure it, you cannot control it and if you cannot control it, you cannot manage it, and if you cannot manage it, you cease to exist. The government authorities have the capacity, credibility and capability to decide on the future of this nation by increasing the fund allocation to education so that there are qualified teachers, teaching and learning, accessibility and physical facilities in all, including rural districts like Mubende.

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